



Calhoun: The NPS Institutional Archive
DSpace Repository

Theses and Dissertations

1. Thesis and Dissertation Collection, all items

1973

Evaluation of college management courses

Coffey, William Jackson; Nordstrom, Louis William.

Naval Postgraduate School

<http://hdl.handle.net/10945/16597>

Downloaded from NPS Archive: Calhoun



Calhoun is the Naval Postgraduate School's public access digital repository for research materials and institutional publications created by the NPS community. Calhoun is named for Professor of Mathematics Guy K. Calhoun, NPS's first appointed -- and published -- scholarly author.

Dudley Knox Library / Naval Postgraduate School
411 Dyer Road / 1 University Circle
Monterey, California USA 93943

<http://www.nps.edu/library>

NAVAL POSTGRADUATE SCHOOL

Monterey, California



THESIS

EVALUATION OF COLLEGE MANAGEMENT COURSES

by

William Jackson Coffey
Louis William Nordstrom Jr.

Thesis Advisor:

J. W. Creighton

September 1973

Thesis
C53062

Approved for public release; distribution unlimited.

Library
Naval Postgraduate School
Monterey, California 93940

NAVAL POSTGRADUATE SCHOOL

Monterey, California



THESIS

EVALUATION OF COLLEGE
MANAGEMENT COURSES

by

William Jackson Coffey
Louis William Nordstrom Jr.

Thesis Advisor:

J. W. Creighton

September 1973

Approved for public release; distribution unlimited.

Evaluation of College Management Courses

by

William Jackson Coffey
Lieutenant, United States Navy
B.S., Naval Postgraduate School, 1972

and

Louis William Nordstrom Jr.
Lieutenant, United States Navy
B.S., Naval Postgraduate School, 1972

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL
September 1973

Thesis
CS3062
c.2

ABSTRACT

The answers from 247 questionnaires from managers of 27 corporations, divided between the eastern and western United States, were analyzed to determine those college and university courses which business and industry feel would contribute most to the future managerial success of a person graduating from college and starting a career as a management trainee.

The results of the survey indicated basic agreement between eastern and western management personnel as to the emphasis placed on the six related course classifications and most of the individual courses within each classification. Many of the individual courses within all classifications were considered important; however, the financial and personnel management groups received the most emphasis, followed by the operating management classification.

The results also indicated that today's managers do not consider many of the courses, presently required as core courses (i.e., business law, economics, marketing, etc.) to be as valuable as the colleges and universities apparently think.

TABLE OF CONTENTS

I.	INTRODUCTION	7
II.	RESEARCH APPROACH	10
	A. THE DEVELOPMENT OF THE QUESTIONNAIRE	10
	B. SAMPLING PROCEDURES	13
	C. PARTICIPANTS	14
	D. DATA ORGANIZATION	16
	1. Classification I: Operating Management	16
	2. Classification II: Quantitative Approaches.....	17
	3. Classification III: Personnel Management.....	17
	4. Classification IV: Personnel Development.....	18
	5. Classification V: Financial	18
	6. Classification VI: Executive Management	19
III.	DATA PRESENTATION AND EVALUATION	20
	A. EVALUATION OF INDIVIDUAL MANAGEMENT COURSES ACCORDING TO MANAGEMENT CLASSIFICATIONS	21
	1. Operating Management	22
	2. Quantitative Approaches	26
	3. Personnel Management	31
	4. Personnel Development	35
	5. Financial Management	39
	6. Executive Management	43

B. EVALUATION OF MANAGEMENT COURSES BY RELATED CLASSIFICATION	47
C. REGIONAL COMPARISON OF RESULTS	55
D. OBSERVATIONS FROM RECEIVED DATA	58
IV. SUMMARY	65
APPENDIX A	67
INITIAL DISTRIBUTION LIST	75
FORM DD 1473	76

LIST OF TABLES

TABLE 1:	Number of Respondents by Position Category	15
TABLE 2:	Number of Respondents by Academic Major	16
TABLE 3:	Evaluations of Courses Within the Operating Management Classification	24
TABLE 4:	Evaluations of Courses Within the Quantitative Approaches Classification	29
TABLE 5:	Evaluation of Courses Within the Personnel Management Classification	33
TABLE 6:	Evaluation of Courses Within the Personnel Development Classification	37
TABLE 7:	Evaluation of Courses Within the Financial Management Classification	41
TABLE 8:	Evaluation of Courses Within the Executive Management Classification	45
TABLE 9:	Number of Respondents in Different Managerial Categories	48

ACKNOWLEDGEMENT

The successful completion of this survey would not have been possible without the help of B. R. Pounders, of Pensacola, Florida. His assistance in helping to obtain data from eastern organizations greatly contributed to the study and helped make possible an analysis of comparative feelings between eastern and western organizations on the usefulness of individual management courses.

I. INTRODUCTION

There is often a gap between the academic community and the employers of college graduates as to what educational experiences are really needed to aid a young person in realizing a successful occupation. This gap or misunderstanding appears to be especially evident between the business schools of the universities and industry. The business and industrial communities have an inadequate understanding of what a university has to offer while the administrative and teaching staffs of the universities do not fully understand the needs of business and industry. Since business and industry are the largest group of employers for management graduates, an unfortunate situation has evolved.

There appear to be two schools of thought among management professors and university administrators as to what constitutes a good academic program. One group feels that the university should concentrate its efforts on those management courses which will be useful to the graduating student when he starts on his first job. This group contends that most of the courses taught are aimed at high level staff and management positions, but that a graduate will not start his career at these levels. They say this is unfair to the student in that the university has not been realistic in preparing him to start a career.

The other group contends that this is the "trade school" approach and that students need an overall picture of the management field. In their opinion, the students need to understand not only those things involved in the daily operation of an enterprise, but all other things affecting it at local, national, and international levels. They feel this approach would enable the student to progress much faster up the enterprise's management hierarchy.

Which group is right? This is difficult to determine but the opinions of graduate's future superiors, those people who have much to do with the determination of the fate of the managers in the enterprise, should be of some value in resolving the question. This in turn may be of help to the academic community in establishing improved study programs that will satisfy the needs of business and help solve the intra-university squabble of which course of emphasis is best. From all indications, there has been very little done to try and establish an interface between what is taught in universities and what education is needed for success in the business community.

To help close the gap between universities and business, an evaluation of how critical certain courses are to the success of a person in management is necessary. Therefore, it is the purpose of this study to determine those college courses which business and industry feel would be most appropriate to the future business success of a person graduating from college with a degree in management and starting a career at the junior levels of management. This is done

by having the management personnel from 27 of the leading corporations in the country fill out a questionnaire designed to indicate the relative value of each course evaluated.

II. RESEARCH APPROACH

It was felt that the key to a successful study was the proper development and utilization of a questionnaire that would in some way aid in evaluating and ranking selected college courses. A composite course description was obtained on 35 courses from the catalogues of 16 universities. Management personnel from 27 corporations, spread throughout the country, were asked to rate each of the 35 courses as either highly valuable, very valuable, of some value, or of little value. The total number of times each course received a rating of highly valuable or very valuable was used to rank and compare the courses.

A. THE DEVELOPMENT OF THE QUESTIONNAIRE

To develop the questionnaire, the catalogues of 16 universities were used to develop course descriptions. These universities were:

1. University of West Florida
2. University of Florida
3. University of Alabama
4. University of Michigan
5. University of Oklahoma
6. University of Texas
7. University of Wisconsin
8. University of Georgia
9. University of Southern California
10. University of California at Los Angeles
11. University of Washington
12. University of Oregon
13. University of Hawaii
14. American University
15. University of Maryland
16. University of Pennsylvania

From these catalogues, courses were selected, regardless of the field, that possibly could be of direct benefit to a management trainee. From each of these the clearest and most explanatory of the course descriptions were used to develop a composite description for the course. The intent was that the description cover a subject area in a general manner rather than stress specific aspects of a particular subject. Some of the course descriptions combine the information from several different related subjects into one course description.

Titles of the courses varied in many cases from catalogue to catalogue. In some cases an existing title was chosen from a catalogue because it best described the course. In other cases the title consisted of a composite of several titles. Some titles were developed from the subject matter itself, basically to reflect the generality of the course.

The following rating format was used:

1. HIGHLY VALUABLE - Should form the required core of study for a management degree.
2. VERY VALUABLE - Should be strongly recommended electives.
3. OF SOME VALUE - Would be taken as electives only if time and schedule permit.
4. OF LITTLE VALUE - Would have little application in the management field.

The courses were placed in the questionnaire in a random order without regard to academic discipline. It was felt that grouping by

discipline would cause courses within disciplines to be rated against each other rather than against all other courses.

The questionnaire was identical for all participants with one exception. Top management and staff personnel were asked to rate the courses under the following conditions.

If you were evaluating several new college graduates for a management trainee position, on what courses would you put the most weight in arriving at a hire or no-hire decision assuming all other factors such as tests, references, etc., are equal?

For front-line members of supervision, it was felt that these conditions would not be appropriate since they would not be in the position to hire management trainees. The following directions were given to them:

Based on your experience as a member of supervision, if you had a chance to repeat your college career which courses would you want to take in order to aid you to do a better job?

The questionnaire was designed to give other information, to reveal the qualifications and interests of survey participants. Information asked for was related to:

1. Number of years in a management position.
2. Types of degrees and majors held.
3. Other related management courses not listed but felt important.
4. If they were planning to go to college today, would they choose the same field, and if not, which field would they choose.

B. SAMPLING PROCEDURE

The questionnaires were distributed as follows: Either personal recommendations or impromptu phone calls established contact with an organization. After explaining the purpose of the study and the guidelines under which it was to be executed, a person within each organization was assigned the responsibility for the distribution, minor explanation, and the collection of the questionnaires within that organization.

Questionnaires were distributed to two regions--those organizations east of the Mississippi River and those organizations west of the Mississippi River. No preference was made towards a particular kind of organization in either region, so as not to bias the returns.

While the purpose of the study was to evaluate college courses in general, it was considered to be beneficial to analyze results by region (east and west) as well as in a combined form. This would offer the reader an in-depth analysis and would provide any future study, resulting from this effort, with a more detailed nucleus of information from which to start.

One hundred fifty questionnaires were distributed in the east with a return of 121 for a percentage of 81%. The same number distributed in the west yielded a return of 126 for a percentage of 84%. The combined response was 82.3%.

A sample copy of the questionnaire is included in Appendix A.

C. PARTICIPANTS

Management personnel from the following twenty-seven companies took part in the survey. Companies represented from the east were:

1. American Cyanamid Company; Pensacola, Florida
2. C. H. Masland and Sons; Atmore, Alabama
3. Container Corporation; Brewton, Alabama
4. Fairchild-Hiller Corporation; Crestview, Florida
5. Geigy Chemical Company; McIntosh, Alabama
6. International Paper Company; Mobile, Alabama
7. Kaiser Aluminum and Chemical Company; Bay Minette, Ala.
8. Monsanto Company; St. Louis, Missouri
9. Scott Paper Company; Mobile, Alabama
10. Southern Bell Telephone Company; Pensacola, Florida
11. St. Regis Paper Company; Pensacola, Florida
12. Tenneco Newport Company; Pensacola, Florida
13. Vanity Fair; Atmore, Alabama
14. Westinghouse Electric Corporation; Pensacola, Florida
15. Young Mens Christian Association; New York, New York

Companies represented from the west were:

1. Amstar Corp., Spreckels Sugar Division; Salinas, Calif.
2. Bethlehem Steel Corporation; Orange, Texas
3. Campbell Soup Company; Sacramento, California
4. Collier Company; Los Angeles, California
5. Crocker National Bank; Los Angeles, California
6. Firestone Tire and Rubber Company; Salinas, Calif.
7. Levi Strauss Company; San Francisco, California
8. Pacific Telephone; Sacramento, California
9. Peter Paul, Inc.; Salinas, California
10. Proctor and Gamble Manufacturing Co.; Sacramento, Calif.
11. Standard Oil of California; San Francisco, California
12. Union Oil Company of California; Los Angeles, California

The management levels represented by survey participants ranged from corporate vice presidents and plant managers to front-line foremen. The majority of the participants came from executive level positions in their organizations.

The levels and the number of people in each category are shown in Table 1.

TABLE 1

Number of Respondents by Position Category

Position	E	W	T	Position	E	W	T
Accounting Manager	5	9	14	Plant Manager	9	6	15
Advertising Manager	--	1	1	Planning Manager	--	3	3
Controller	3	1	4	Production Mgr.	--	4	4
Credit Manager	--	2	2	Quality Control	2	5	7
Department Manager	--	6	6	Recruiting Mgr.	9	3	12
Engineer	7	13	20	Sales Development	--	2	2
Foreman	11	3	14	Service Manager	3	1	4
Mfg. Manager	12	--	12	Staff Manager	--	3	3
Mfg. Supervisor	8	3	11	Technical Mgr.	18	2	20
Marketing Manager	3	4	7	Traffic Manager	--	2	2
Merchandising	--	4	4	Training Mgr.	8	1	9
Operations Research	--	11	11	Vice President	1	13	14
Personnel Manager	10	3	13	No Response	6	14	20
Personnel Supervisor	6	7	13				

The total number of years each respondent had occupied a management position ranged from one year to thirty-two years, averaging slightly over eleven and one-half years, with the majority falling between eight and one-half and seventeen years. The average of the participants from the east was approximately twelve and one-half years while that from the west averaged slightly under ten and one-half years.

Table 2 shows the number of participants holding degrees within each major.

In the minds of the researchers, the education, experience and company position of the participants indicates their strong qualifications for participating in a study of this sort. They represent different industries and businesses with varied organizational philosophies,

and have made significant achievements as indicated by their job levels and educational backgrounds.

TABLE 2
Number of Respondents by Academic Major

Major	E	W	T	Major	E	W	T
Accounting	5	8	13	Journalism	--	1	1
Agronomy	1	2	3	Law	1	2	3
Applied Engineering	1	3	4	Mathematics	2	3	5
Biology	--	2	2	Management	25	37	62
Chemical Engineering	20	5	25	Mechanical Eng.	8	9	17
Chemistry	10	3	13	Ops. Research	--	1	1
Economics	5	6	11	Personnel Mgmt.	7	3	10
Education	6	5	11	Physical Education	2	--	2
Electrical Engineering	1	2	3	Psychology	3	3	6
Finance & Marketing	1	2	3	Sociology	1	3	4
Forestry	1	--	1	Textile Eng.	3	--	3
Industrial Engineering	4	7	11	No Degree	13	10	23
Industrial Relations	--	3	3	No Response	1	6	7

D. DATA ORGANIZATION

It was felt that the presentation of the survey findings would be more meaningful if the courses were grouped together based on some similarity of content or purpose. Management situations in an organization as opposed to academic classifications such as accounting, psychology, economics, etc., were used to establish the following six classifications. Individual courses as well as classifications will be analyzed later.

1. Classification I: Operating Management

This classification consists of those subjects having more to do with the day-to-day operation of an organization.

QUESTION NUMBERCOURSE TITLE

1	Principles of Management
2	Management Systems and Organization
10	Production Planning
23	Industrial Safety
28	Managing Small Groups in Organizations
31	Cost Planning and Control

2. Classification II: Quantitative Approaches

The courses included in this classification are those which aid the manager in making quantitative decisions, where they are required in the operation of an organization.

QUESTION NUMBERCOURSE TITLE

3	Quantitative Analysis for Business and Management
5	Principles of Quality Control
7	Managerial Statistics
15	Methods and Standards Analysis
24	Business Data Processing
34	Mathematics with Business Application

3. Classification III: Personnel Management

This classification is composed of those courses which are primarily concerned with the managing of people and the personal interactions that evolve.

QUESTION NUMBERCOURSE TITLE

4	Industrial Psychology
12	Contemporary Unionism
14	Organizational Psychology
16	Human Factors in Administration
22	Labor-Management Relations
26	Personnel Management

4. Classification IV: Personnel Development

Included in this classification are those courses designed to improve the skills and understanding of managers and subordinates. They are used primarily in the development of productive managers.

QUESTION NUMBERCOURSE TITLE

20	Industrial Training
21	Report Writing
27	Psychology of Learning
29	Sociology of Work
32	Managerial Oral Communications
35	Principles of Counseling

5. Classification V: Financial

This classification includes those courses dealing with the financial and record-keeping part of the organization.

QUESTION NUMBERCOURSE TITLE

6	Principles of Accounting
9	Managerial Finance
17	Cost Accounting
19	Management Controls
25	Accounting for Managerial Control

6. Classification VI: Executive Management

This classification includes those courses that deal with the firm's planning horizon. They are more apt to be used by the executive and high staff levels of management.

QUESTION NUMBERCOURSE TITLE

8	Principles of Economics: Micro-Analysis
11	Business Law
13	Principles of Marketing
18	Principles of Economics: Macro Analysis
30	Marketing Theory
33	Managerial Economics

III. DATA PRESENTATION AND EVALUATION

This section presents the findings of the study, then summarizes the data for each course and rates and ranks it. The rating by respondents within a particular course classification is presented in the first section while the second section presents the ratings of the six course classifications by management fields. The third section presents the data in a combined and overall form.

The ratings assigned each course or course classification in the following tables and charts are compared on a percentage basis. The ratings are those defined earlier as used on the questionnaire (See Appendix A). These are:

1. Highly Valuable - required core courses
2. Very Valuable - strongly recommended electives
3. Of Some Value - secondary electives
4. Of Little Value - little management application

The percentages shown represent the number of times a course was given a certain rating as a percentage of the total number of people rating the course. It was felt that the relative value of each course could best be determined by ranking the courses according to the percentage of 1 and 2 responses assigned each course. This was calculated by dividing the total number of 1 and 2 responses given a particular course by the total number of respondents for that course.

A. EVALUATION OF INDIVIDUAL MANAGEMENT COURSES ACCORDING TO MANAGEMENT CLASSIFICATIONS

Tables 3 through 8 and Charts 1 through 6 show the individual course ratings by eastern management personnel, western management personnel and the two regions combined. The final ranking of the courses is also shown in the Summary section, and, in further depth, in the Observations From Received Data section, pages 58-64.

Each chart is based on one of the related course classifications defined earlier. These are:

- Chart #1 OPERATING MANAGEMENT
- Chart #2 QUANTITATIVE APPROACHES
- Chart #3 PERSONNEL MANAGEMENT
- Chart #4 PERSONNEL DEVELOPMENT
- Chart #5 FINANCIAL MANAGEMENT
- Chart #6 EXECUTIVE MANAGEMENT

The questions being compared on a particular chart are those contained in that classification. The question numbers (i.e., Q-1) refer to the sequential order of the questions in the survey questionnaire and will be depicted following the course title in the subsequent discussion. A further clarification of each course description is available in Appendix A. Percentage figures shown indicate the number of respondents making each ranking as a percentage of the total population polled in that region.

1. Operating Management

Evaluation of the individual management courses within the operating management classification is shown in Table 3 and Chart #1. This classification consists of six subjects dealing with the day to day operations of an organization.

Principles of Management (Q-1) was the first course on the questionnaire. It concentrates on the overall principles that govern sound administration. Both eastern and western management personnel rated this course as high, with highly valuable and very valuable totalling 97% and 92% respectively. The average rating of the combined regions was 94.5%. This course was ranked the highest of all those in the questionnaire.

Management Systems and Organization (Q-2) covers modern managerial systems and how they are developing in modern society. This course was rated within 1% by the two regions and had a combined percentage of 67.5%. The course ranked sixteenth overall.

Industrial Safety (Q-23) ranked twenty-ninth of the thirty-five courses evaluated and had a combined percentage of 47%. This course, which covers accidents and their causes, and how to lay out safe work areas, received a rating of 56% from the east and 38% from the west. Perhaps this difference can be explained through the greater union influence in the east.

Managing Small Groups in Organizations (Q-28) is a course designed to improve the management of small task orientated groups.

This course was rated 55% by the east and 56% by the west. The combined rating of 55.7% gave the course an overall ranking of twenty-fifth.

Cost Planning and Control (Q-31) focuses on the management of cost reduction programs and earned a combined rating of 82% from the east and 78% from the west. This overall 80.1% rating gave it a ranking of sixth.

There was a basic overall agreement between both regions as to the value of the Operating Management classification. The eastern corporations gave this classification a combined 1 and 2 rating of 70% while the western corporations gave it a rating of 68%. The nationwide value given this classification of courses was 69%.

TABLE 3

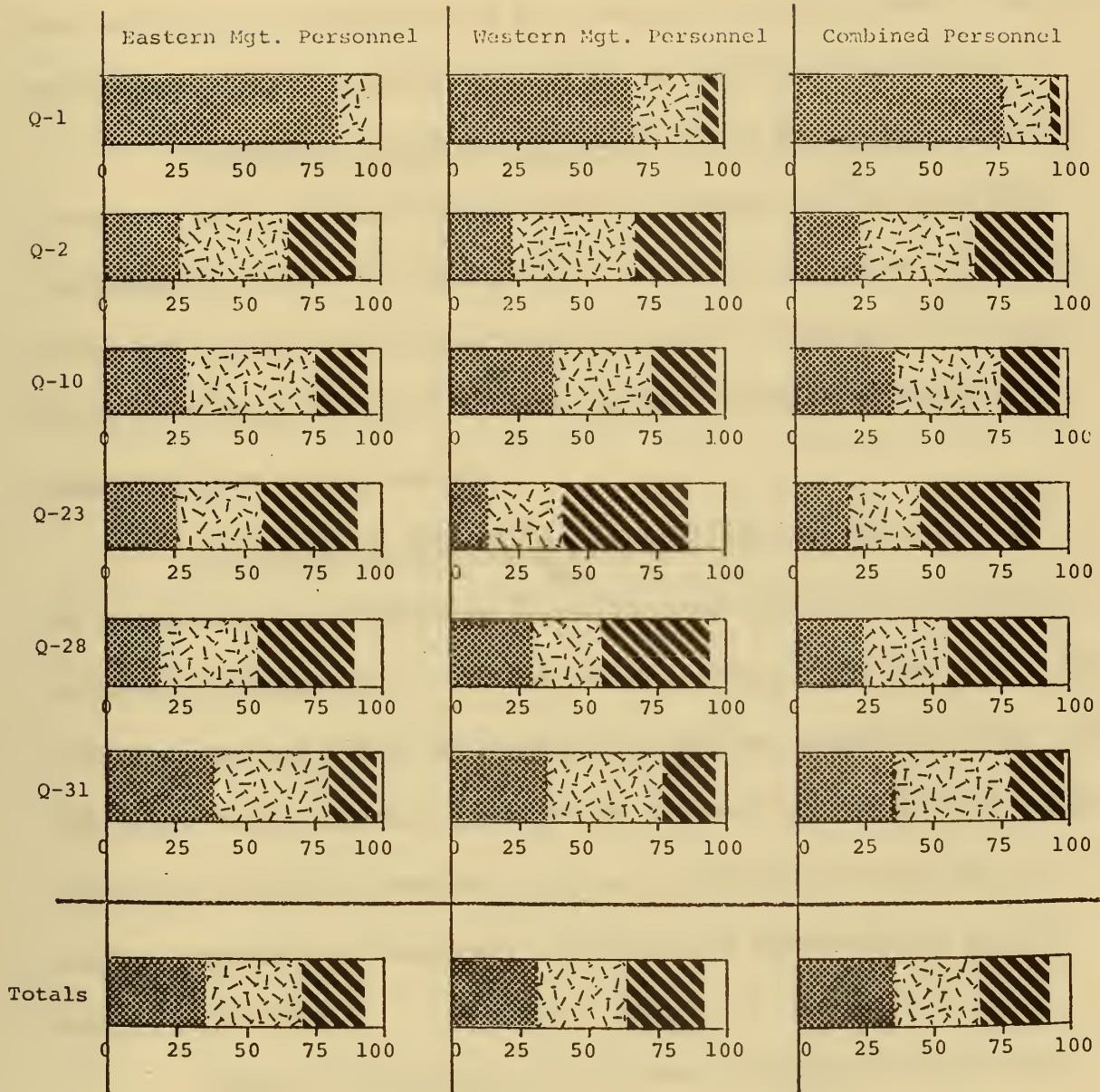
Evaluations of Courses Within the Operating Management Classification*

Question Number	COURSE TITLE	Ranking by Percentage of Respondents by Region											
		Eastern				Western				Combined			
		Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4
1	Principles of Management	87	10	1	2	67	25	6	2	77	18	3	2
2	Management Systems and Organization	27	41	25	7	21	46	32	1	24	44	28	4
10	Production Planning	33	44	18	5	38	36	23	3	36	40	20	4
23	Industrial Safety	25	31	36	8	13	25	46	16	19	28	41	12
28	Managing Small Groups in Organizations	19	36	45	10	29	27	40	4	24	32	37	7
31	Cost Planning & Control	40	42	16	2	34	44	19	3	37	43	18	2
	TOTALS	37	33	23	7	31	37	27	5	34	35	25	6

*Information given in Table 3 is shown graphically in Chart 1.

EVALUATION OF INDIVIDUAL
MANAGEMENT COURSES
WITHIN OPERATING MANAGEMENT

Ratings(%)



2. Quantitative Approaches

Evaluation of individual management courses within quantitative approaches is shown in Table 4 and Chart #2. The courses within this section are those which aid the manager in making quantitative decisions where they are required in the operation of an organization.

Quantitative Analysis for Business and Management (Q-3) is concerned with problems facing modern managers and the quantitative techniques available for solving them. Eastern management personnel rated this course at 70% while the west rated it at 72% giving it a combined percentage of 71.2%. This rating was sufficient to rank the course number twelve overall.

Principles of Quality Control (Q-5) defines and describes the planning and establishment of quality control procedures available to modern management. This course was ranked nineteenth with a 74% from the east and 53% by the west for a combined rating of 63.6%. This difference can be partially explained by the fact that the western organizations sampled were involved in actual production far less than the eastern organizations sampled. It might have deemphasized quality control in the west.

Managerial Statistics (Q-7) gives a background in the concepts of probability theory, statistical inference and decision making, as well as other important concepts available to managers. East and west rated this course within 2% (69% and 67% respectively) giving a combined rating of 68%. This rating tied the course for fourteenth position.

Methods and Standards Analysis (Q-15) includes the fundamentals of process and organization analysis, time and motion study and industrial efficiency as a whole. Ranking twenty-six overall, this course had a combined rating of 54%. The eastern organizations assigned this course a rating of 58% while the west gave it a combined 1 and 2 rating of 50%.

Business Data Processing (Q-24) ranked twenty-fourth overall with a combined rating of 57.5%, and a regional assessment of 57% by the east and 58% from the west. This course is a survey of automatic data processing and provides an introduction to COBAL programming.

Mathematics with Business Application (Q-34) covers graphical representation, special functions, basic differential and integral calculus, and elementary decision theory. This course ranked thirtieth overall with a combined rating from both regions of 46.5%. Both the east and west rated the course within 1% (47% by the east and 46% by the west).

Generally both regions were in overall agreement as to the value of the Quantitative Approaches classification. The combined percentage from both regions was 60% placing this classification fourth of the six classifications. While it is apparent that the colleges and universities are placing more and more emphasis on the area of quantitative approaches, it appears that today's management personnel are not as sold on the idea as the educational institutions. This

again indicates the need for the academic and business communities to know what each other thinks so that a program can be developed that will be of value to the student in the management world.

TABLE 4

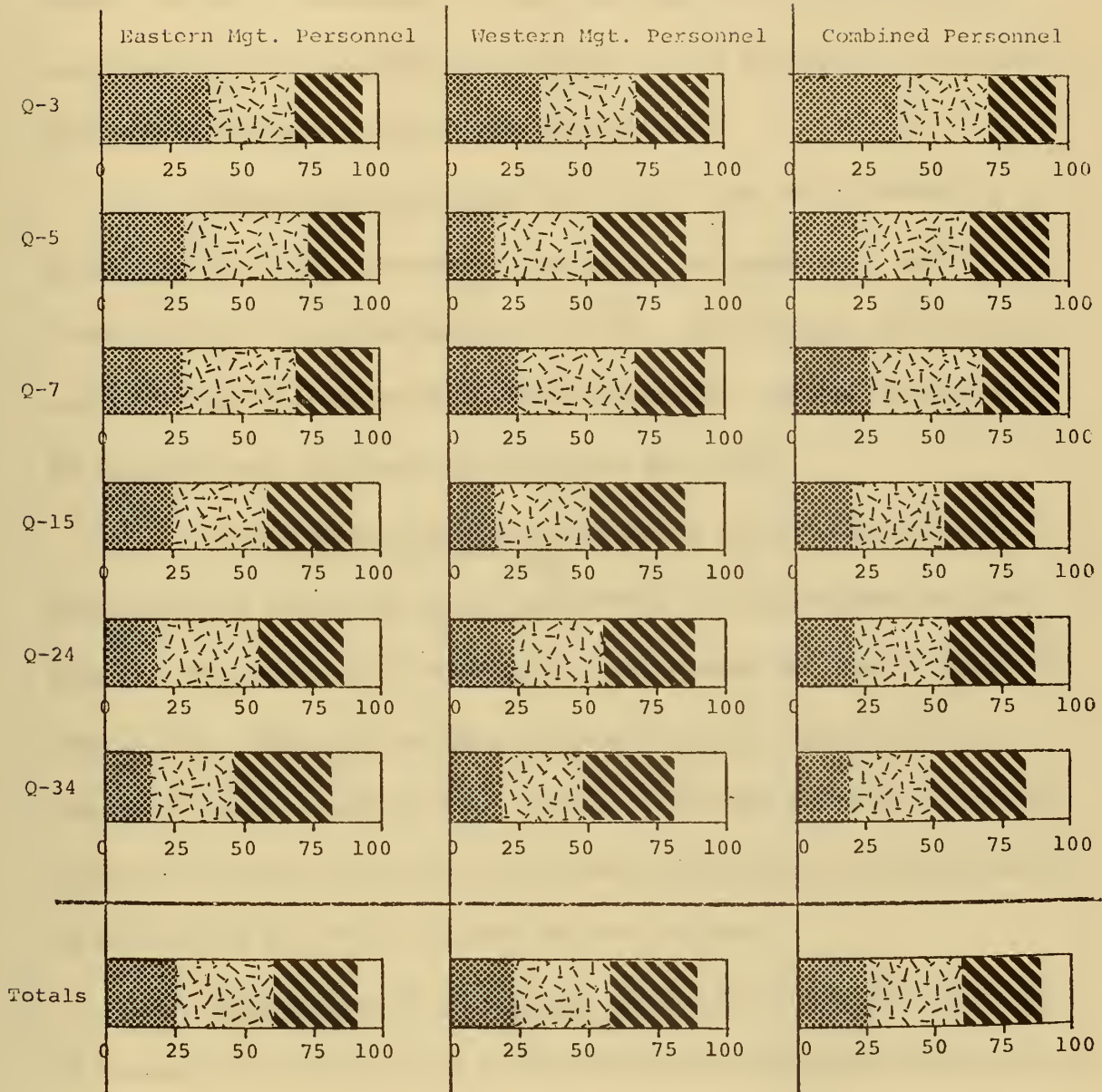
Evaluations of Courses Within the Quantitative Approaches Classification*

Question Number	COURSE TITLE	Ranking by Percentage of Respondents by Region											
		Eastern				Western				Combined			
		Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4
3	Quantitative Analysis for Business & Management	40	30	25	5	35	37	26	2	38	33	26	3
5	Principles of Quality Control	30	44	23	3	17	36	36	11	23	41	29	7
7	Managerial Statistics	28	41	29	2	25	42	27	6	27	41	28	4
15	Methods & Standards Analysis	25	33	33	9	16	34	38	12	21	33	35	11
24	Business Data Processing	19	38	33	10	24	34	36	6	22	36	34	8
34	Mathematics with Business Application	16	31	38	15	19	27	36	18	18	29	37	16
	TOTALS	26	36	31	7	23	35	33	9	25	35	32	8

*Information given in Table 4 is shown graphically in Chart 2.

EVALUATION OF INDIVIDUAL
MANAGEMENT COURSES
WITHIN QUANTITATIVE APPROACHES

Ratings (%)



3. Personnel Management

Evaluation of Individual Management Courses within Personnel Management is shown in Table 5 and Chart #3. This classification is composed of those courses which are primarily concerned with the managing of people and the personal interactions that evolve to make an effective organization.

Industrial Psychology (Q-4) deals with the problems of employee selection, placement, performance appraisal, and other factors related to production and morale. This course placed fifth out of the thirty-five courses evaluated with a combined rating of 80.3% (83% from the east and 78% from the west).

Contemporary Unionism (Q-12) is a course designed to study modern unions and their leadership, aims, policies and programs. The east rated this course at 69% while the west awarded it only a 47%. This resulted in a combined rating of 57.8% which ranked it twenty-third overall. Again, the large difference between regional evaluation might be explained by difference in the emphasis on unions and activities between the two regions.

Organizational Psychology (Q-14) deals with the elements of change in an organization and its functional and dysfunctional effects on the individual groups in the organization, and the organization as a whole. Placing tenth overall, this course was rated within 5% by both regions (75% from the east and 70% from the west) and earned a combined percentage of 72.5%.

Human Factors in Administration (Q-16) is an investigation of the problems related to the proper use of human resources in business. With 63% by the east and 64% by the west, this course had an overall rating of 63.5%. This rating placed the course twentieth.

Labor-Management Relations (Q-22) is an introduction to labor law with particular emphasis being placed on broad federal statutes. There was a large difference in the rating assigned by the two regions (84% by the east and 64% by the west) which resulted in a combined rating of 74%--still good enough to rank the course ninth overall. Again, as in question 12, the difference may be explained by the greater union influence in the east.

Personnel Management (Q-26) is a comparison and evaluation of public and private personnel practices. It ranked eighteenth overall with a combined percentage of 66.5%. East and west again valued this course differently (78% and 55% respectively). The predominance and influence of the unions in the east could be part of the explanation, as well as the fact that more manufacturing firms were interviewed in the east.

Despite the disparity in the ratings assigned three courses (Q-12, 22, and 26) in this classification, by the east and west, the overall combined rating assigned this classification was good enough to rank it third amongst the six evaluated. The combined percentage earned by this classification of courses was 67%.

TABLE 5

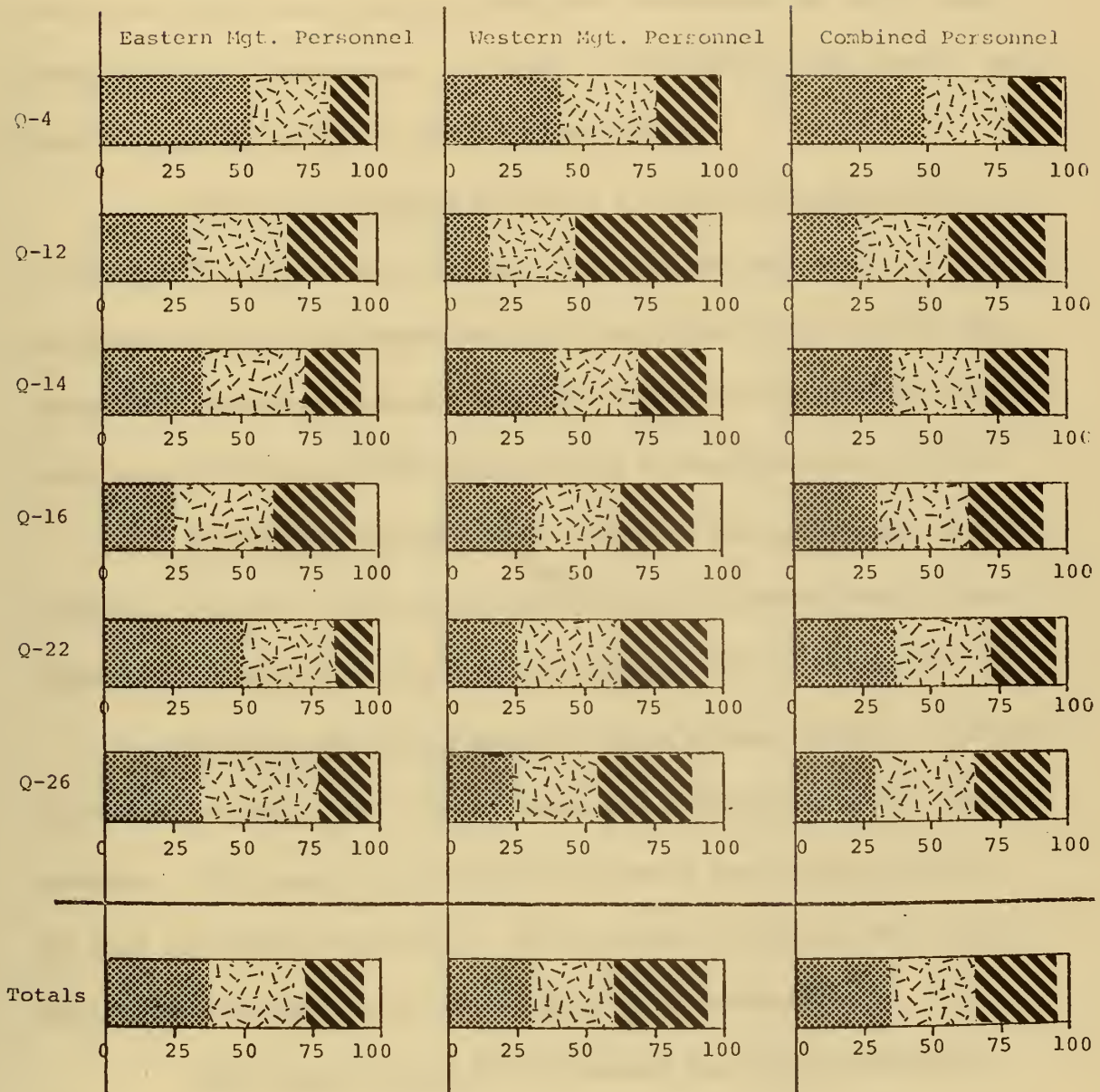
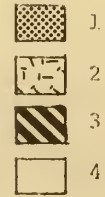
Evaluation of Courses Within the Personnel Management Classification*

Question Number	COURSE TITLE	Ranking by Percentage of Respondents by Region											
		Eastern				Western				Combined			
		Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4
4	Industrial Psychology	55	28	15	2	42	36	21	1	49	31	19	1
12	Contemporary Unionism	32	37	27	4	15	32	45	8	24	34	36	6
14	Organizational Psychology	37	38	21	4	41	29	26	4	39	34	23	4
16	Human Factors in Administration	26	37	32	5	32	32	27	9	29	35	29	7
22	Labor-Management Relations	51	33	14	2	25	39	33	3	38	36	24	2
26	Personnel Management	35	43	20	2	24	31	37	8	30	37	28	5
	TOTALS	39	36	22	3	30	28	37	5	35	32	29	4

*Information given in Table 5 is shown graphically in Chart 3.

EVALUATION OF INDIVIDUAL
MANAGEMENT COURSES
WITHIN PERSONNEL MANAGEMENT

Ratings (%)



4. Personnel Development

Evaluation of Individual Management Courses Within Personnel Development is shown in Table 6 and Chart #4. This section includes those courses designed to improve the skills and understanding of managers, and their relationships with others, as they develop and progress in the organization.

Industrial Training (Q-20) is a study of the psychology of training and of the steps necessary to establish and operate a training program. Eastern management personnel rated the course at 58% while the western personnel rated it at 42%. The combined ratings from both regions was 50% which ranked it twenty-eighth overall.

Report Writing (Q-21) is a study of the nature and use of business reports. This course ranked seventh overall with a combined percentage of 77% (80% by the east and 74% by the west).

Psychology of Learning (Q-27) is a study of the conditions related to learning, and a description and explanation of the learning process. This course was rated very low by both regions (36% by the east and 30% by the west). The combined rating of 33% ranked it next to last (thirty-fourth) of the thirty-five evaluated.

Sociology of Work (Q-29) studies the work relationship, occupational structure in general, and the interactions between work and other social phenomena. The combined rating of 30.8% placed it last (thirty-fifth) of all the courses evaluated. The east and west were in general agreement as to the value of the course and rated it 36% and 26% respectively.

Managerial Oral Communications (Q-32) is a comprehensive course covering the human communication process and its effect on group interaction, leadership and decision making. It received a very high combined rating of 83% which was good enough to rank it second. The east rated this course at 80% while the west rated it at 86%.

Principles of Counseling (Q-35) is an investigation of the concepts common to major counseling approaches and the helping relationships in a variety of settings, including work. This course ranked thirty-second with a combined rating of 41% (50% from the east and 32% from the west).

There was basic agreement between the two regions as to the value of the Personnel Development classification. The eastern region rated this classification at 57% while the west gave it 48%. The combined overall rating of the Personnel Development classification of 53% placed it last of the six categories evaluated.

TABLE 6

Evaluation of Courses Within the Personnel Development Classification*

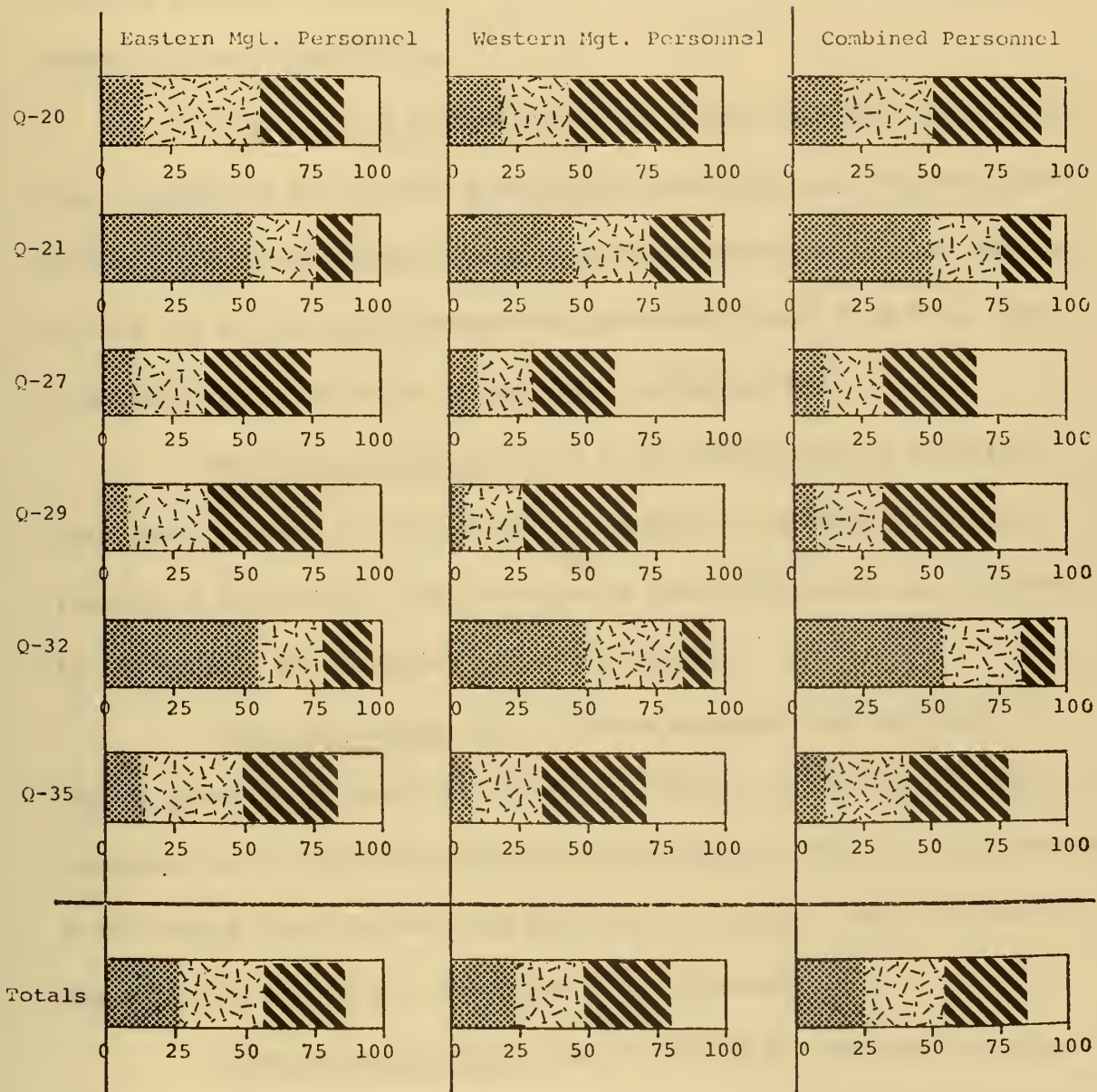
Question Number	COURSE TITLE	Ranking by Percentage of Respondents by Region											
		Eastern				Western				Combined			
		Highly Valuable	Very Valuable	Of Some Value	Of Little Value	Highly Valuable	Very Valuable	Of Some Value	Of Little Value	Highly Valuable	Very Valuable	Of Some Value	Of Little Value
		1	2	3	4	1	2	3	4	1	2	3	4
20	Industrial Training	15	43	32	10	18	24	48	10	17	33	40	10
21	Report Writing	55	25	12	8	47	27	22	4	51	26	17	6
27	Psychology of Learning	10	26	41	23	11	19	30	40	11	22	36	31
29	Sociology of Work	8	28	42	22	5	21	42	32	7	24	42	27
32	Managerial Oral Communications	57	23	18	2	50	36	10	4	54	29	14	3
35	Principles of Counseling	13	37	35	15	7	25	41	27	10	31	38	21
	TOTALS	26	31	30	13	23	25	33	19	25	28	32	16

*Information given in Table 6 is shown graphically in Chart 4.

CHART NO. 4

EVALUATION OF INDIVIDUAL
MANAGEMENT COURSES
WITHIN PERSONNEL DEVELOPMENT

Ratings (%)



5. Financial Management

Evaluation of Individual Management Courses within

Financial Management is shown in Table 7 and Chart #5. This classification includes those courses with the financial and record-keeping aspects of the organization.

Principles of Accounting (Q-6) covers the basic principles and procedures of accounting through proprietorships, partnerships and corporations. Eastern management personnel rated this course at 81% and the western management personnel rated it at 80%. The combined rating of 80.5% ranked this course fourth.

Managerial Finance (Q-9) is an examination of analytical concepts available to the financial manager. Receiving an overall ranking of twenty-one, this course was rated 60% by the east and 65% by the west. Its combined rating was 62.8%.

Cost Accounting (Q-17) places emphasis on the basic theory procedures involving materials, labor, and manufacturing expenses in job order and process cost systems. This course received a 76% rating from the east and 68% from the west. The combined rating of 71.8% earned it a ranking of eleventh overall.

Management Controls (Q-19) covers the various techniques and procedures available to management for planning the control of the operations of an industrial enterprise. This course was rated within 1% by both regions, 82% by the east and 83% by the west. The combined rating of 82.7% placed it third of the courses evaluated.

Accounting for Management Controls (Q-25) is a study of the uses of accounting data by management in decision making and managerial control. Receiving 72% from the east and 69% from the west, this course had a combined rating of 70.5%. This rating earned it thirteenth position overall.

The total evaluation of this classification was within 1% by both regions (74% from the east and 73% from the west). The combined rating for this classification was just shy of 74% placing it first among the classifications.

TABLE 7

Evaluation of Courses Within Financial Management Classification*

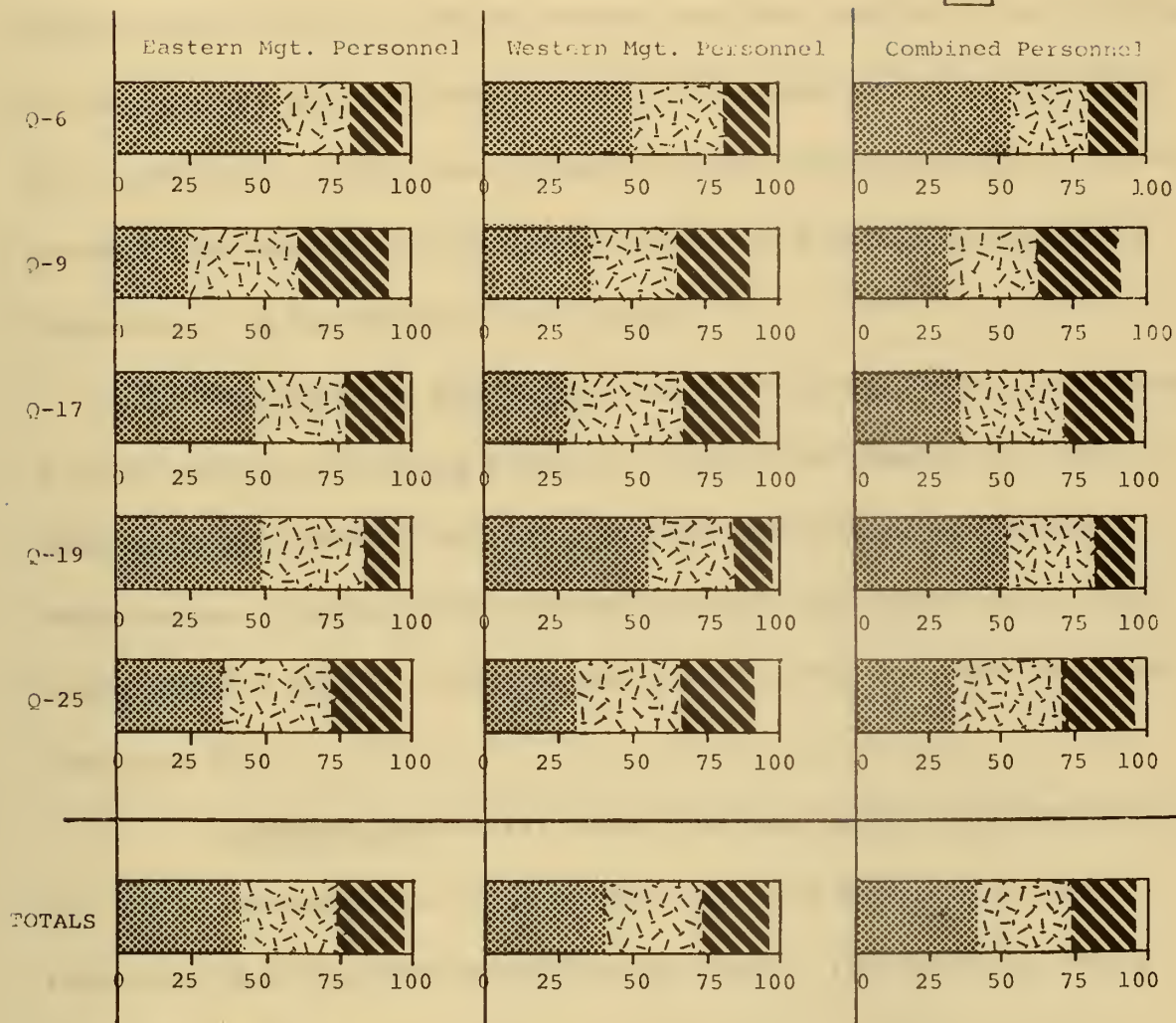
Question Number	COURSE TITLE	Ranking by Percentage of Respondents by Region											
		Eastern				Western				Combined			
		Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4	Highly Valuable 1	Very Valuable 2	Of Some Value 3	Of Little Value 4
6	Principles of Accounting	55	26	15	4	49	31	16	4	52	29	15	4
9	Managerial Finance	23	37	30	10	36	29	24	11	30	33	27	10
17	Cost Accounting	44	32	20	4	28	40	25	7	36	36	23	5
19	Management Controls	48	34	12	6	55	28	13	4	52	31	13	5
25	Accounting for Managerial Control	34	38	23	5	31	38	25	6	33	38	24	5
	TOTALS	41	33	20	6	40	33	21	6	41	33	20	6

*Information given in Table 7 is shown graphically in Chart 5.

CHART NO. 5

EVALUATION OF INDIVIDUAL
MANAGEMENT COURSES
WITHIN FINANCIAL MANAGEMENT

RATINGS (%)



6. Executive Management

Evaluation of Individual Management Courses within Executive Management is shown in Table 8 and Chart #6. The last classification of courses evaluated is Executive Management. Included in this classification are those courses that deal with the firms planning horizon and aid the high level managers that make decisions affecting the organization. While these courses might hold some value as far as general knowledge to the junior managers they are actually applied by those higher up the organizational ladder.

Principles of Economics: Micro-Analysis (Q-8) is concerned with the analysis of pricing policies, allocation of resources, and other economic factors that enter into the operation of an effective organization. Ranked twenty-second overall, this course had a combined rating of 58.8%. The east rated it 65% while the west rated this course at 53%.

Business Law (Q-11) deals with contractual agreements and the agency relationship. This course was rated within 1% by both regions (53% by the east and 52% by the west). The combined rating of 52.5% ranked it twenty-seventh.

Principles of Marketing (Q-13) examines the concepts and role of marketing and marketing management in the operation of an economic system. Both the east and west rated this course at 68%. The combined rating of 68% tied this course for fourteenth.

Principles of Economics: Macro-Analysis (Q-18) is a study of the national income accounts as well as the aggregate supply and demand functions. This course was rated the same by both the east and west at 45%. The combined rating of 45% ranked it thirty-first overall.

Market Theory (Q-30) is a critical analysis of the evolution of marketing concepts, terminology, principles and theory. Again the ratings from both regions were within 1%, 37% from the east and 36% from the west. The combined low rating of 36.5% ranked it thirty-third amongst the thirty-five evaluated.

Managerial Economics (Q-33) looks at the tools of economic analysis used in the business firm. Both east and west rated this course the same--67%. The combined rating of 67% ranked this course seventeenth overall.

The total ratings assigned by both regions were in basic agreement, but at 56% and 54%. The combined rating of 55%, earned by this classification, ranked it next to last amongst the six classifications evaluated. This is perhaps an indication that industry does not value as high many of those courses that most colleges and universities require as core courses (i.e., macro and micro economics).

TABLE 8

Evaluation of Courses Within the Executive Management Classification*

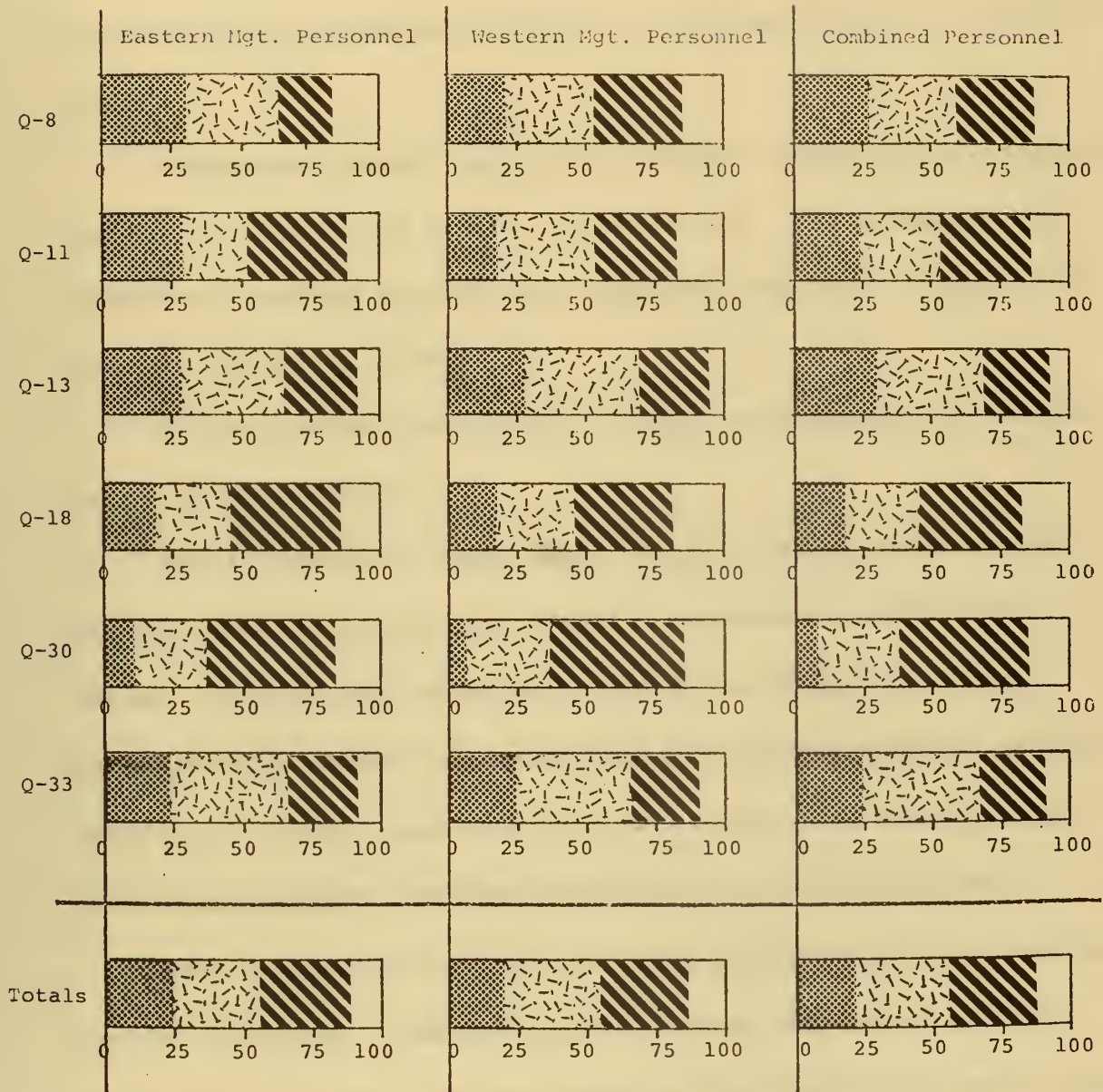
Question Number	COURSE TITLE	Ranking by Percentage of Respondents by Region											
		Eastern				Western				Combined			
		Highly Valuable	Very Valuable	Of Some Value	Of Little Value	Highly Valuable	Very Valuable	Of Some Value	Of Little Value	Highly Valuable	Very Valuable	Of Some Value	Of Little Value
		1	2	3	4	1	2	3	4	1	2	3	4
8	Principles of Economics: Micro-Analysis	31	34	21	14	22	31	34	13	27	32	28	13
11	Business Law	30	23	38	9	18	34	30	18	24	29	34	13
13	Principles of Marketing	30	38	27	5	27	41	26	6	29	39	27	5
18	Principles of Economics: Macro-Analysis	18	27	40	15	17	28	37	18	18	27	39	16
30	Marketing Theory	10	27	48	15	5	31	50	14	8	29	49	14
33	Managerial Economics	24	43	26	7	24	43	24	9	24	43	25	8
	TOTALS	24	32	33	11	19	35	33	13	22	33	33	12

*Information given in Table 8 is shown graphically in Chart 6.

CHART NO. 6

EVALUATION OF INDIVIDUAL
MANAGEMENT COURSES
WITHIN EXECUTIVE MANAGEMENT

Ratings (%)



B. EVALUATION OF MANAGEMENT COURSES BY RELATED CLASSIFICATION

Although the main purpose of the study is to show what managers in general think of college management courses, it was felt that the data (previously presented in Section A) could be viewed in a different form.

This section shows how the respondents, grouped by managerial positions, rated the six course classifications. The managers were separated according to functional responsibilities so as to look at the data on a functional basis.

The respondents were separated into seven managerial categories as shown in Table 9.

The following six charts make comparisons of the six related course classifications by the various management classifications above. The first pair of charts consist of the ratings by eastern management personnel, the second set by western personnel, and the third pair of charts shows how both the eastern and western management classifications combined rated the course classifications.

The rating system used is the same as that used in the first six charts (Section A). The percentages on these charts represent the number of times the questions making up the classification were given a certain rating divided by the total number of managers within that occupational class. For example, on Chart #7, the questions making up the operating management classification received a "1" rating by approximately 35% of the production managers responding.

TABLE 9

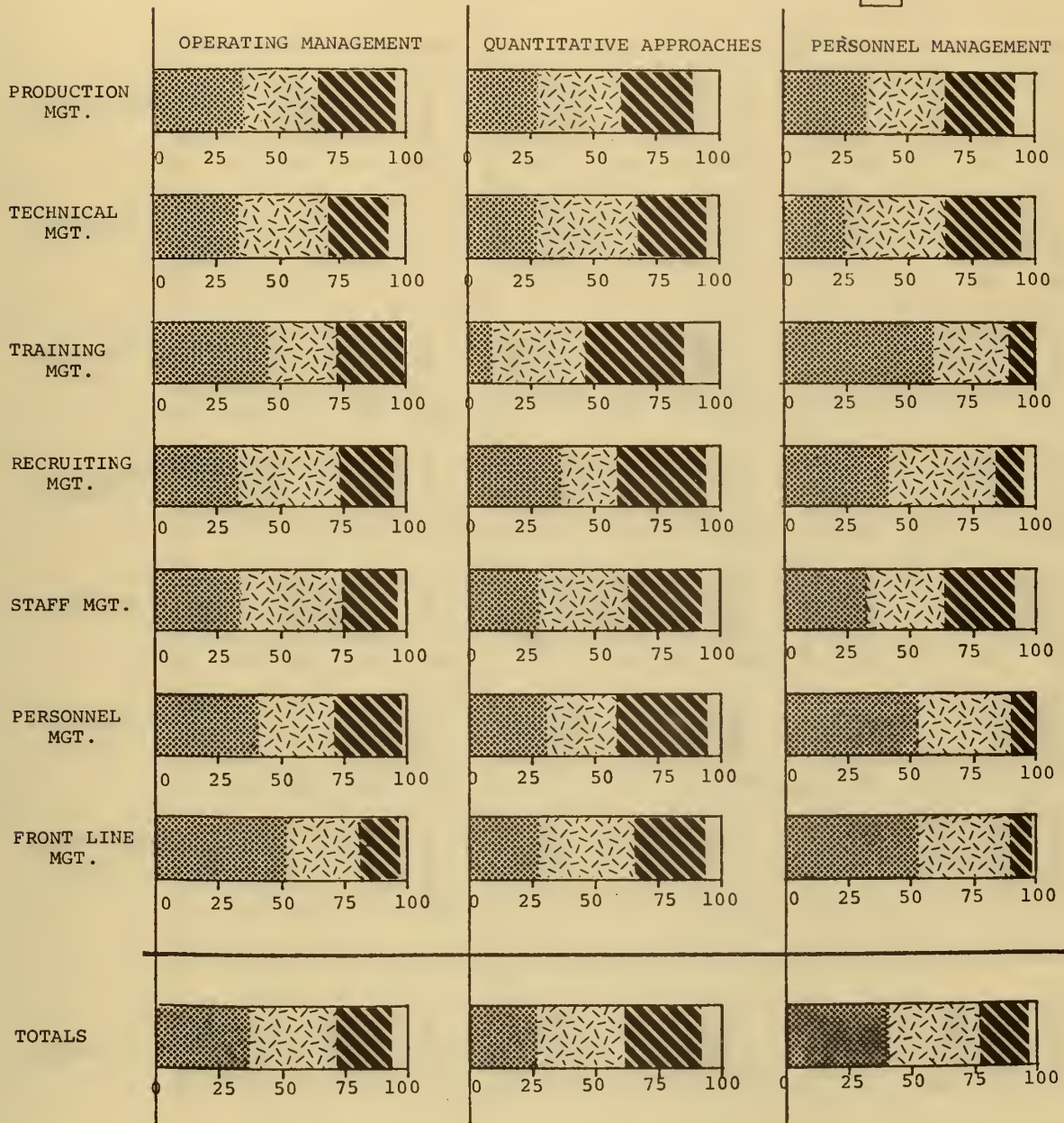
Number of Respondents in Different Managerial Categories

Category	Managerial Field	No. of Respondents		
		East	West	Total
Production Management	Manufacturing managers and supervisors, department managers	23	20	43
Technical Management	Technical managers, quality control managers, plant engineers	27	24	51
Staff Management	Plant managers, controllers, accounting managers, marketing and staff mgrs.	24	37	61
Personnel Management	Personnel managers and supervisors	16	13	29
Recruiting Management	Corporate recruiting managers, plant employment managers	10	13	23
Training Management	Training managers and sales development	8	9	17
Front Line Management	Foremen, traffic managers, merchandising managers	13	7	20

CHART NO. 7

EVALUATION OF MANAGEMENT COURSES
BY RELATED COURSE CLASSIFICATION
EASTERN MANAGEMENT PERSONNEL

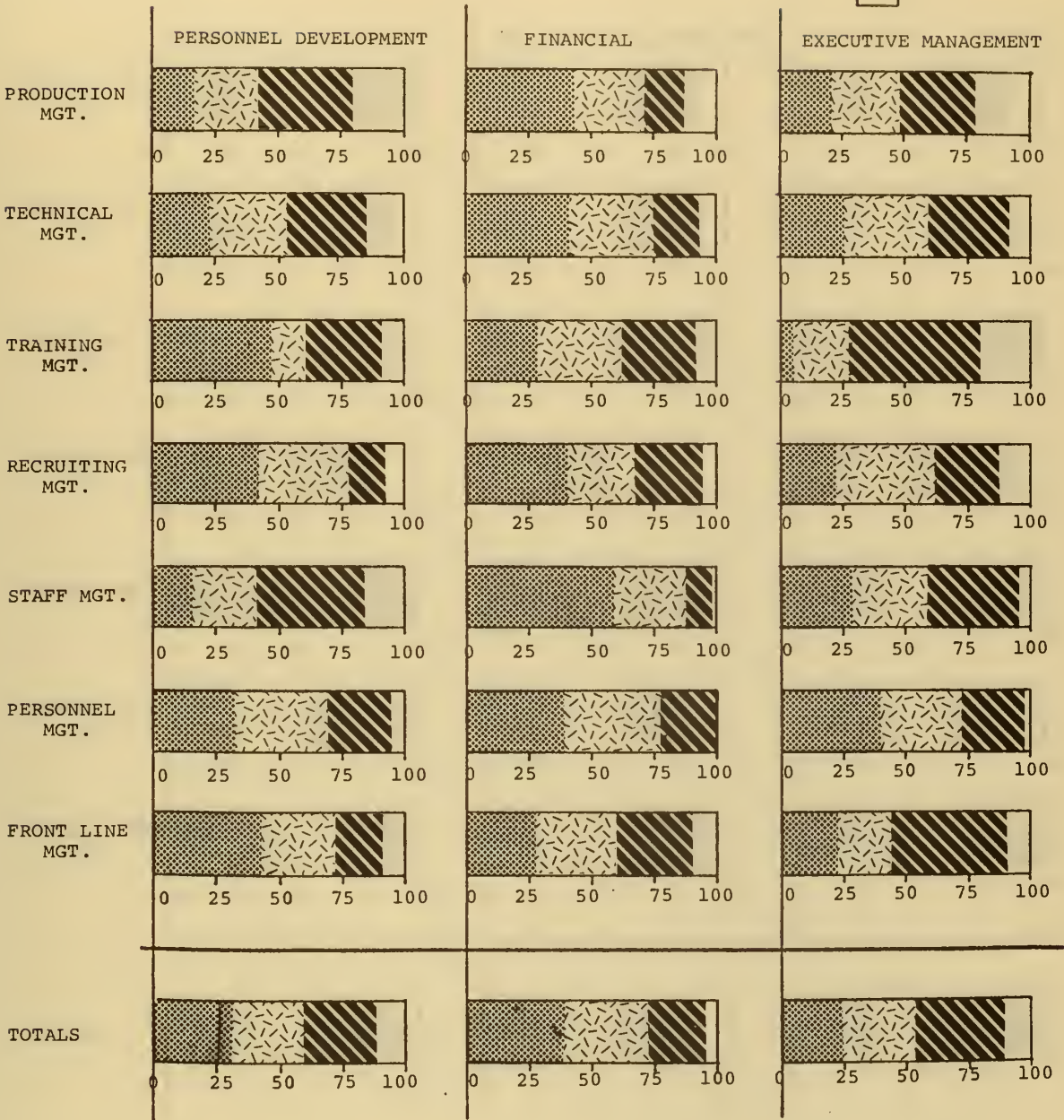
Rating (%)



EVALUATION OF MANAGEMENT COURSES
BY RELATED COURSE CLASSIFICATION
EASTERN MANAGEMENT PERSONNEL

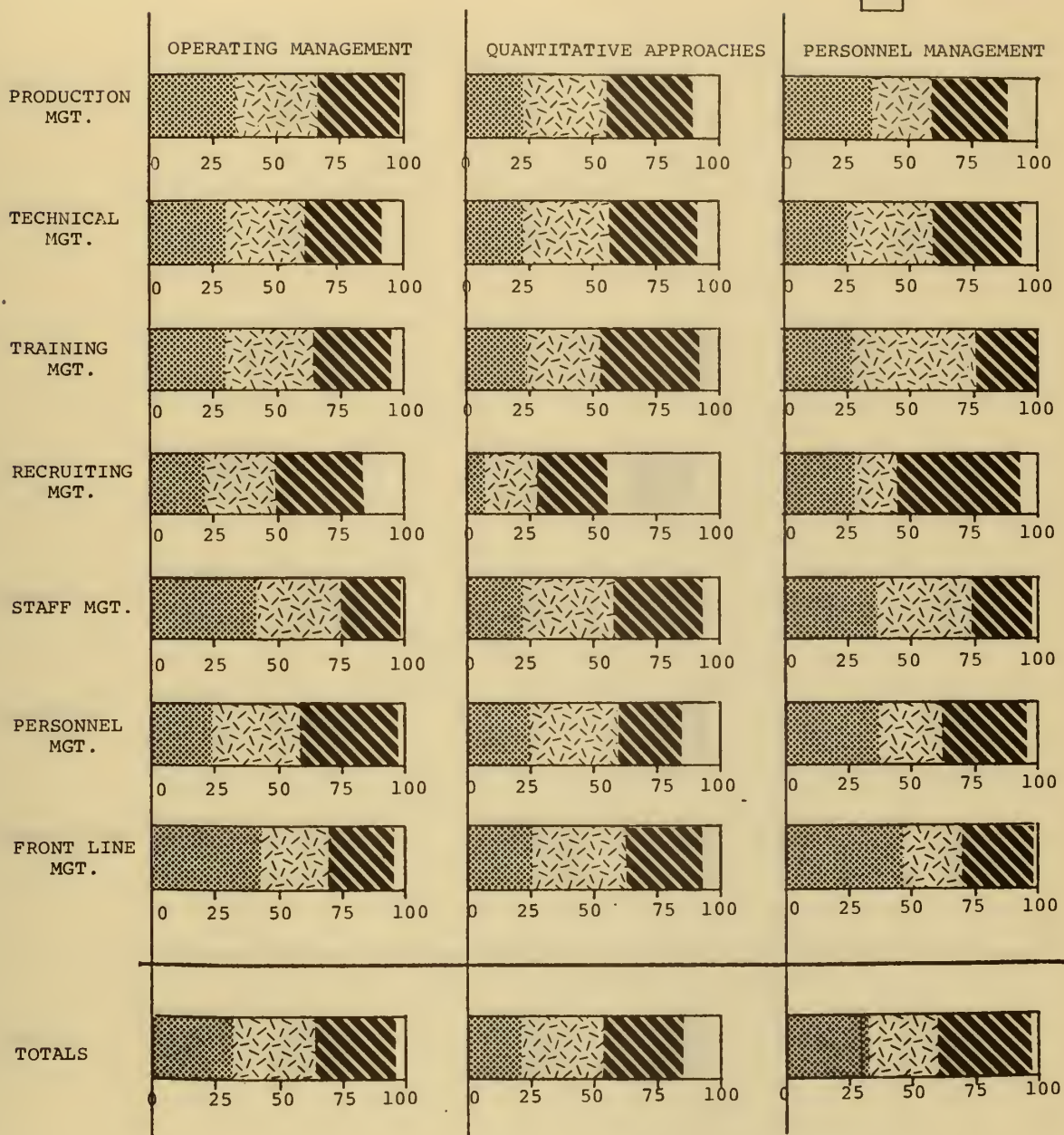
(CONT.)

Rating (%)



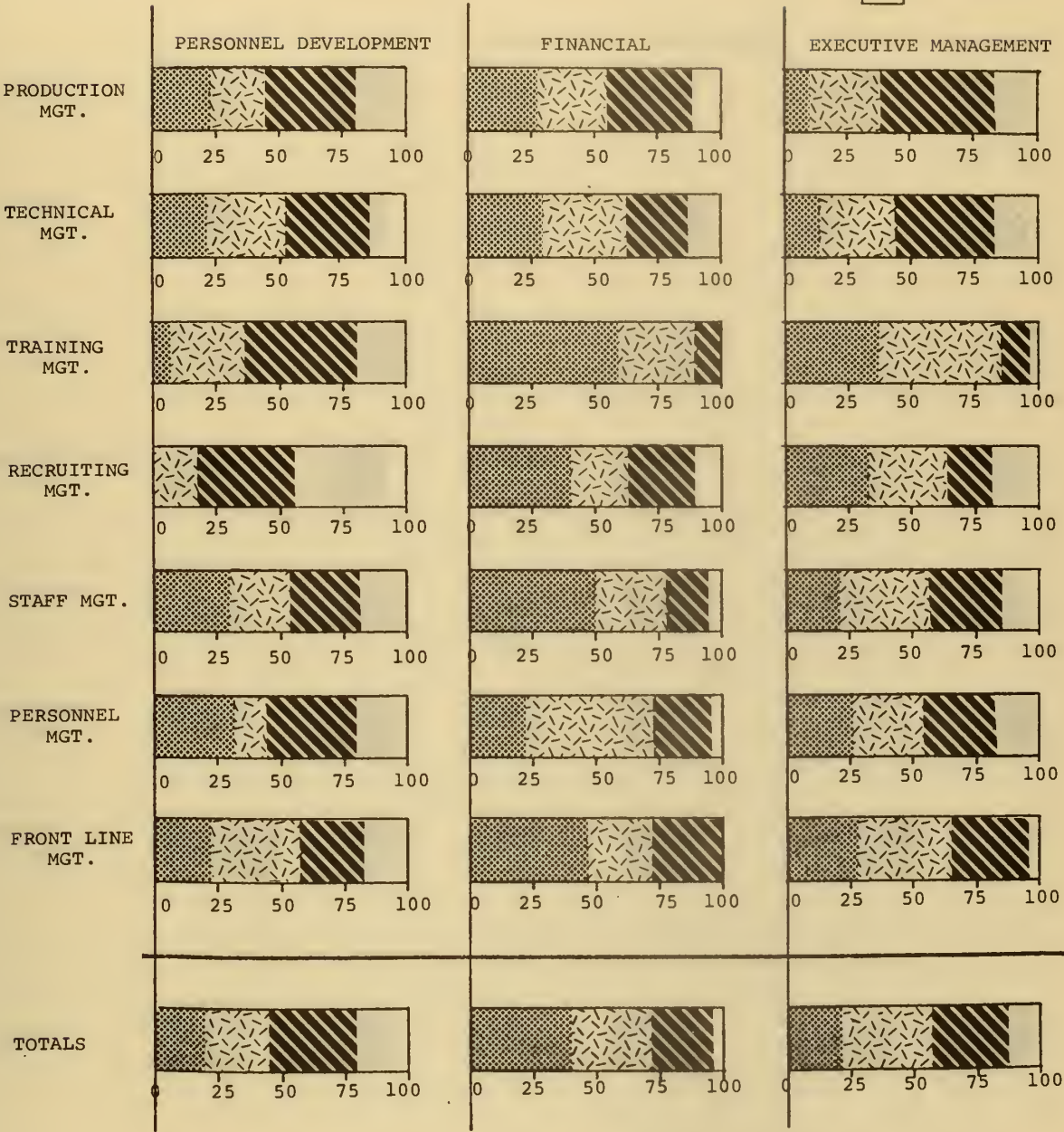
EVALUATION OF MANAGEMENT COURSES
BY RELATED COURSE CLASSIFICATION
WESTERN MANAGEMENT PERSONNEL

Rating (%)



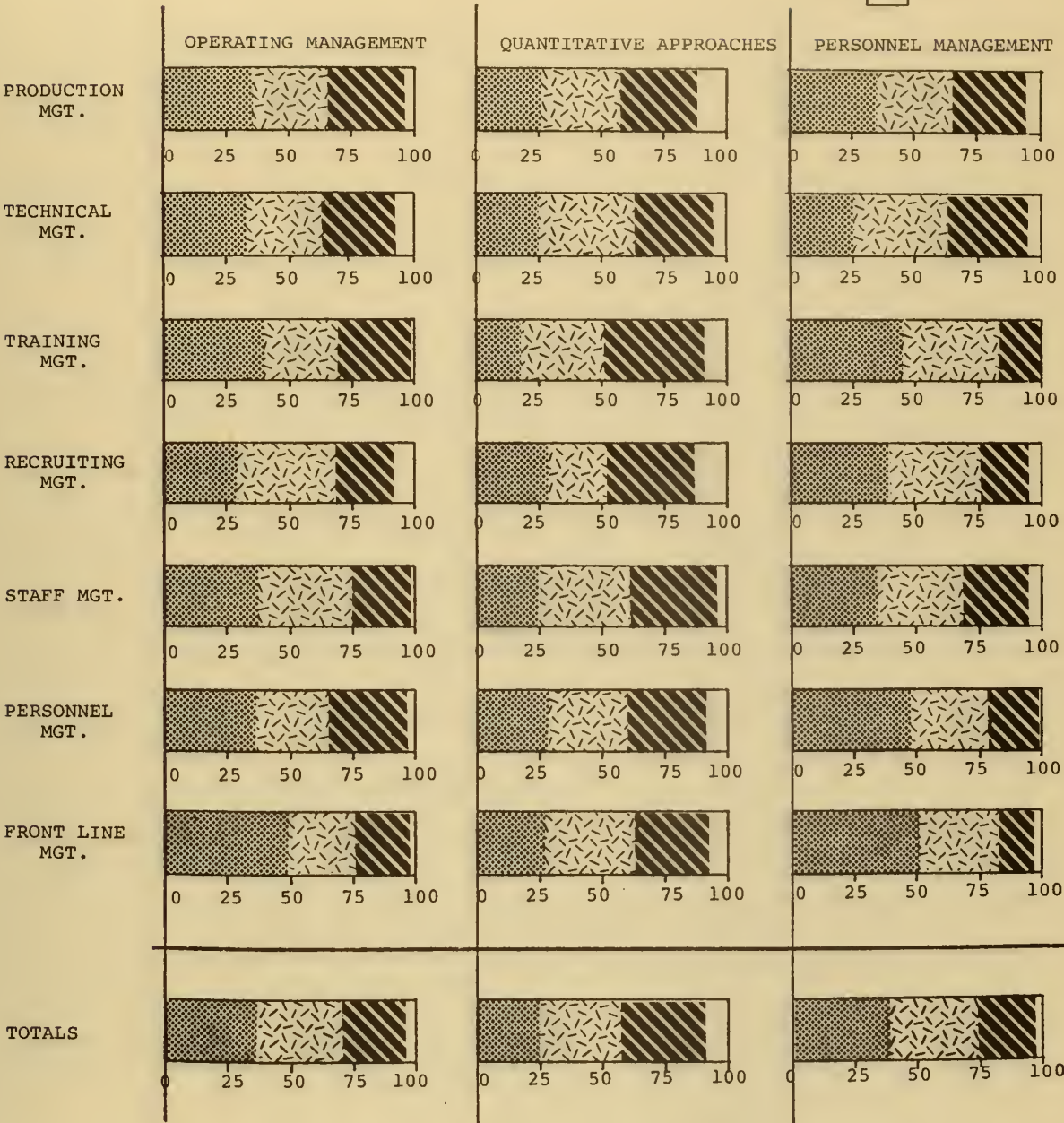
EVALUATION OF MANAGEMENT COURSES
BY RELATED COURSE CLASSIFICATION
WESTERN MANAGEMENT PERSONNEL
(CONT.)

Rating (%)



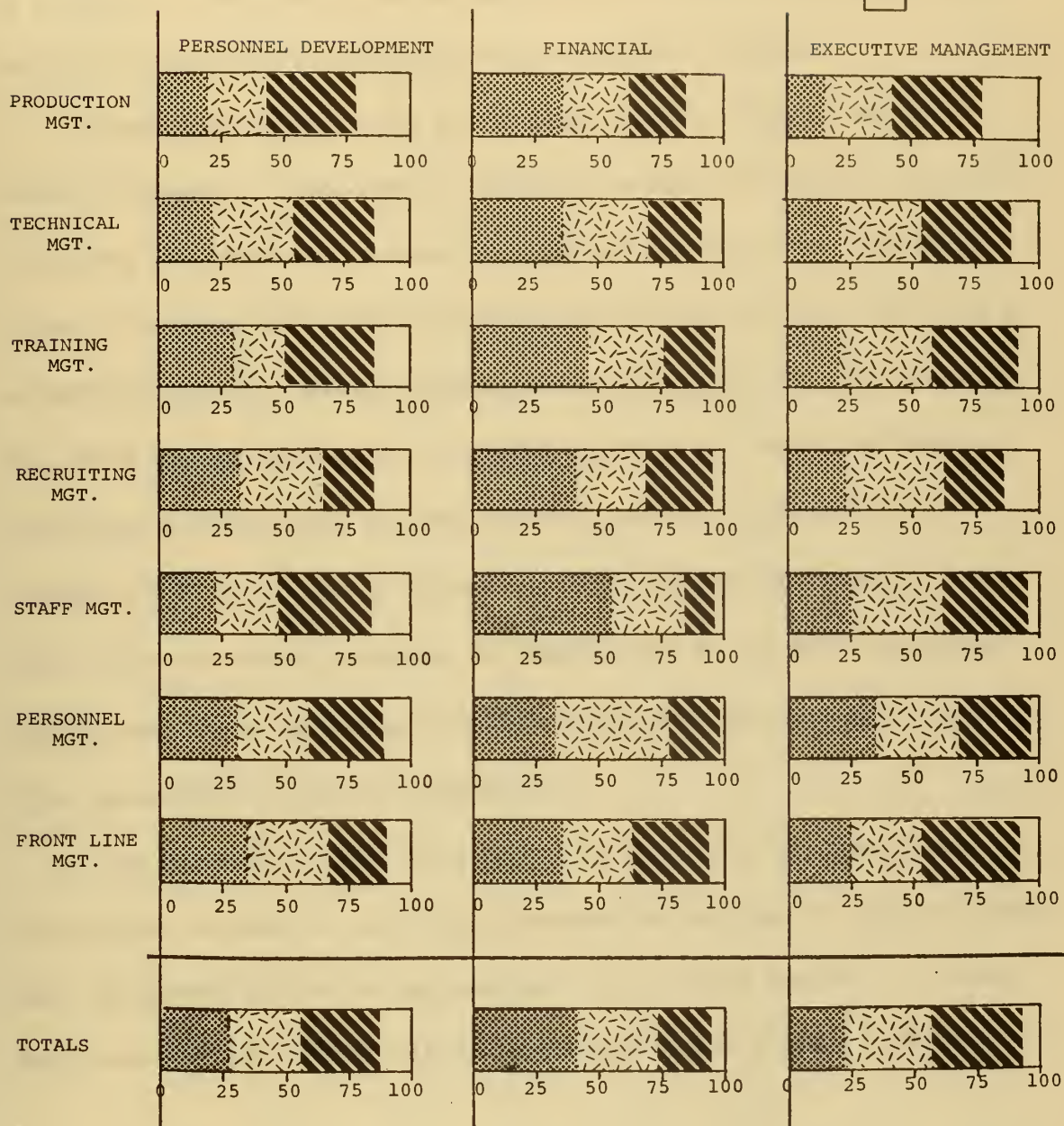
EVALUATION OF MANAGEMENT COURSES
BY RELATED COURSE CLASSIFICATION
COMBINED MANAGEMENT PERSONNEL

Rating (%)



EVALUATION OF MANAGEMENT COURSES
BY RELATED COURSE CLASSIFICATION
COMBINED MANAGEMENT PERSONNEL
(CONT.)

Rating (%)



C. REGIONAL COMPARISON OF RESULTS

Charts 13 and 14 show how the eastern and western managers, by category, rated each course, and how all eastern personnel compared with the western managers on rating each course.

These charts depict the percentage of combined one and two rating responses. These two ratings reflect the criteria that are most indicative of respondent managers opinions regarding the relative value of each course. Casual observation of these charts will show a comparison of how certain category managers from the east and west feel about any given course. In some cases (i.e., how production management feels about personnel development courses) there is obviously a high amount of agreement between east and west as to the value of the courses, however, in other cases (i.e., how recruiting management feels about personnel development courses) there is very little agreement between east and west.

The purpose of Charts 13 and 14 is to show at a casual glance the relative amount of agreement between eastern and western management personnel on the rating assigned to any given course. A closer and more specific presentation is available in the Tables of Section A.

CHART NO. 13

SUMMARY RESULTS FROM QUESTIONNAIRE

— Eastern Management Personnel
 - - - Western Management Personnel
 NOTE: EACH POINT REPRESENTS PER CENT
 1 AND 2 RESPONSES

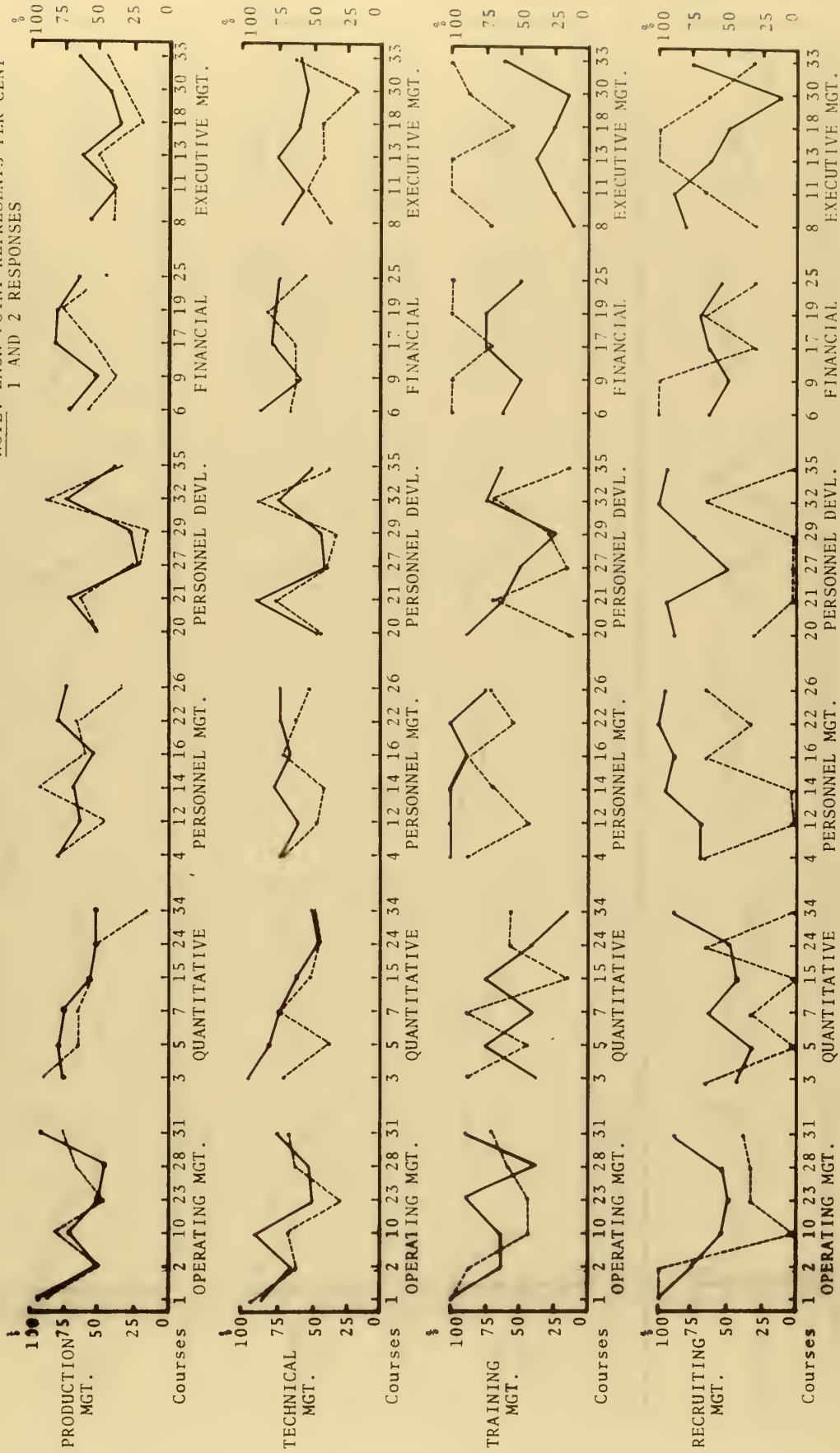


CHART NO. 14

SUMMARY RESULTS FROM QUESTIONNAIRE

(CONT.)

— Eastern Management Personnel
 - - - Western Management Personnel
 NOTE: EACH POINT REPRESENTS PER CENT
 1 AND 2 RESPONSES



D. OBSERVATIONS FROM RECEIVED DATA

The preceding charts present the results of this managerial evaluation in a variety of ways. Depending on an individual's interests, job, etc., many conclusions can be drawn from this data. To analyze or interpret the results would necessitate having specific objectives in mind or specific questions to resolve. Since this survey was conducted to provide various universities and their management departments with information that might prove helpful in evaluating their management degree programs, it would be appropriate for them to draw their own conclusions.

There are, however, a number of general observations which might simplify the task. These are:

1. The results of the survey indicate basic agreement between eastern and western management personnel as to the emphasis placed on the six related course classifications as well as the individual courses within each classification. This is particularly evident from information given in Section A., Charts 1-6, and the totals at the bottom of Chart 14. There are a few exceptions within certain management classifications concerning specific courses. For example, as shown in Chart 13, the eastern and western recruiting managers' responses differed greatly for courses 21 and 29 (Report Writing and Sociology of Work). However, the overall (all managers combined) correlation between the two groups is extremely high. (See Chart #14.)

2. Analysis of the data showed marked differences between management groupings with respect to the emphasis placed on the individual courses and the related course classifications. This is not a surprising result since a manager would tend to emphasize those courses most pertinent to his field. This is visually illustrated in Charts 13 and 14.

3. Many of the individual courses within all classifications were considered important. However, the financial and personnel management groups received the most emphasis, followed by the operating management group. As a group of courses, the personnel development classification was ranked rather low but two of the courses (21 and 32) in this grouping were considered very important.

4. If the individual course rankings in this survey were used to establish a course of study for a management degree, the following is one approach which might be used. Since ratings 1 and 2 (highly valuable and very valuable) designated the courses having the most value, a combination of these ratings could be used to determine the relative value of each course. In addition, bandings could be established to determine which courses should constitute the course of study for a management degree. The use of this approach results in the following ranking of courses and five divisions of course groupings.

DIVISION 1

Courses Which Received a Combined 1 and 2 Rating
from 80% or more of the Respondents

<u>RANK</u>	<u>%</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>RELATED COURSE CLASSIFICATION</u>
1	94.5	1	Principles of Mgmt.	Operating Mgmt.
2	83.0	32	Managerial Oral Comm.	Pers. Development
3	82.7	19	Management Controls	Finance
4	80.5	6	Principles of Acctg.	Finance
5	80.3	4	Industrial Psychology	Personnel Mgmt.
6	80.1	31	Cost Planning & Control	Operating Mgmt.

Under the conditions stated these courses would be the required core courses leading to a management degree.

DIVISION 2

Courses Which Received a Combined 1 and 2 Rating
from 70-80% of the Respondents

<u>RANK</u>	<u>%</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>RELATED COURSE CLASSIFICATION</u>
7	77.0	21	Report Writing	Pers. Development
8	75.5	10	Production Planning	Operating Mgmt.
9	74.0	22	Labor-Mgmt. Relations	Personnel Mgmt.
10	72.5	14	Organizational Psy.	Personnel Mgmt.
11	71.8	17	Cost Accounting	Finance
12	71.0	3	Quantitative Analysis for Business & Mgmt.	Quantitative Appr
13	70.5	25	Accounting for Managerial Control	Finance

These courses could be used to form a body from which a student could select the balance of required courses, with the remainder being strongly recommended electives.

DIVISION 3

Courses Which Received a Combined 1 and 2 Rating
from 60-70% of the Respondents

<u>RANK</u>	<u>%</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>RELATED COURSE CLASSIFICATION</u>
14-15	68.0	7	Managerial Statistics	Quantitative Appr.
14-15	68.0	13	Principles of Mkting	Executive Mgmt.
16	67.5	2	Management Systems and Organization	Operating Mgmt.
17	67.0	33	Managerial Economics	Executive Mgmt.
18	66.5	26	Personnel Management	Personnel Mgmt.
19	63.6	5	Principles of Quality Control	Quantitative Appr.
20	63.5	16	Human Factors in Admin.	Personnel Mgmt.
21	62.8	9	Managerial Finance	Finance

This division of courses could serve as a group of strongly recommended electives, any of which would have a great deal of merit as part of a course of study leading to a management degree.

DIVISION 4

Courses Which Received a Combined 1 and 2 Rating
from 50-60% of the Respondents

<u>RANK</u>	<u>%</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>RELATED COURSE CLASSIFICATION</u>
22	58.8	8	Principles of Econ. Micro Analysis	Executive Mgmt.
23	57.8	12	Contemp. Unionism	Personnel Mgmt.
24	57.5	24	Business Data Proc.	Quantitative Appr.
25	55.7	28	Managing Small Groups in Organization	Operating Mgmt.
26	54.0	15	Methods and Standards Analysis	Quantitative Appr.
27	52.5	11	Business Law	Executive Mgmt.
28	50.0	20	Industrial Training	Pers. Development

These courses, while having some merit to a management student, should be recommended only in cases of special interest or where there was a time and scheduling problem.

DIVISION 5

Courses Which Received a Combined 1 and 2 Rating
of Less Than 50% of the Respondents

<u>RANK</u>	<u>%</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>RELATED COURSES CLASSIFICATION</u>
29	47.0	23	Industrial Safety	Operating Mgmt.
30	46.5	34	Mathematics with Business Application	Quantitative Appr.
31	45.0	18	Principles of Econ. Macro-Analysis	Executive Mgmt.
32	41.0	35	Prin. of Counseling	Personnel Develop.
33	36.5	30	Marketing Theory	Executive Mgmt.
34	33.0	27	Psychology of Learning	Personnel Develop.
35	30.8	29	Sociology of Work	Personnel Develop.

This ranking of data bears out observations 2 and 3 concerning the marked differences in the emphasis placed on individual courses and the related course classifications.

5. The information in the previous 4 observations shows management's concern about employee relationships, the cost aspects of doing business, and the day-to-day operation of the business. The results of this study indicate that the university departmental curriculum committees might look at some of the old "bed-rock" courses such as business law, economics, etc., with the possibility of eliminating them from the management curriculum or else revising them to meet the needs of current management students.

This data reveals another interesting point about the growing trend of university management departments to emphasize the

quantitative approach to management. According to this survey, management has misgivings on this approach or else is not willing to accept it completely. If increased use of the quantitative approach is the way of the future, then the universities are ahead of the business world. This again indicates the need for the academic and business communities to know what each group thinks so that programs can be developed which would be of the most benefit to the student.

6. The survey results also show the courses which each management group feels are most important. This would be of special value in establishing a study program for a student who knows exactly what field of management he wants to enter.

7. It was observed that an acute difference existed in ratings for five courses between eastern and western companies. All but the following five courses were rated similarly.

<u>COURSE NUMBER</u>	<u>EASTERN PERCENT</u>	<u>WESTERN PERCENT</u>	<u>COURSE TITLE</u>	<u>COURSE CLASSIFICATION</u>
5	74.0	53.0	Principles of Qual. Control	Quantitative Appr.
12	69.0	47.0	Contemp. Unionism	Personnel Mgmt.
22	84.0	64.0	Labor Mgmt Rela.	Personnel Mgmt.
23	56.0	38.0	Industrial Safety	Operating Mgmt.
26	78.0	55.0	Personnel Mgmt.	Personnel Mgmt.

The possible reasons for the disparity are various and are not treated in this study. It does however, offer an interesting focal point from

which to pursue a new study. Why do these disparities exist? Perhaps it is because the eastern organizations are more traditional and not as progressive in doctrine as western companies. Perhaps it is the fact that eastern organizations deal more with unions.

8. A space was provided on the questionnaire where the respondent could list other subject matter which he felt should be included in a management program. A number of things were listed, but two stood out. One had to do with problem analysis and problem solving, not quantitatively but through a planned, logical, step-by-step approach. The other had to do with the motivation of employees, not theory but practical, concrete principles that can be used on the job. Certainly these are two fertile areas for university management departments.

IV. SUMMARY

The purpose of this study was to determine those college courses which business and industry felt would be most appropriate to the future business success of a person graduating from college with a degree in management and starting a career at the junior levels of management.

The information shown in this report is the result of the analysis of answers given by 247 highly qualified managers (from 27 different organizations), as they rated 35 college management courses. Due to the caliber of individuals participating in the survey, it is felt that their responses should be weighed heavily by anyone charged with the development of an educational program leading to a degree in management.

The 35 courses evaluated were to be rated by the respondents as either:

1. Highly Valuable - required core course
2. Very Valuable - strongly recommended electives
3. Of Some Value - secondary electives
4. Of Little Value - little management application

It was felt that the relative value of each course could best be determined by ranking the courses according to the percentage of 1 and 2 responses assigned each course.

The overall ranking of the 35 courses is as follows:

<u>RANK</u>	<u>COURSE TITLE</u>	<u>RANK</u>	<u>COURSE TITLE</u>
1	Principles of Mgmt.	19	Principles of Quality Control
2	Managerial Oral Comm.	20	Human Factors in Admin.
3	Management Control	21	Managerial Finance
4	Principles of Acctg.	22	Micro Economics Anal.
5	Industrial Psychology	23	Contemporary Unionism
6	Cost Planning & Control	24	Business Data Proc.
7	Report Writing	25	Managing Small Groups
8	Production Planning	26	Methods & Standards Anal.
9	Labor-Management Rel.	27	Business Law
10	Organizational Psy.	28	Industrial Training
11	Cost Accounting	29	Industrial Safety
12	Quantitative Analysis	30	Math With Business Appl.
13	Acctg. for Mgrl. Control	31	Macro Economics Anal.
14	Managerial Statistics	32	Principles of Counseling
15	Principles of Marketing	33	Marketing Theory
16	Mgmt. Systems & Organ.	34	Psychology of Learning
17	Managerial Economics	35	Sociology of Work
18	Personnel Management		

For anyone making use of this data it is imperative that, in evaluating courses and related course classifications based on survey results, they read the course descriptions (Appendix A) and not rely on the titles or pre-conceived ideas of what such a course usually contains. As stated earlier, many of these course descriptions are composites of several courses in a specific subject area. This means that in some cases the survey results for an individual course may really apply to several courses within that subject area at any one university.

APPENDIX A

SURVEY QUESTIONNAIRE

EVALUATION OF COURSES OF STUDY FOR MANAGEMENT TRAINEES

NAME: _____ TITLE: _____

COMPANY: _____

NUMBER OF YEARS IN A MANAGEMENT POSITION: _____

TYPES OF DEGREES AND MAJORS HELD BY YOU: _____

This survey is being made to determine those college courses that business and industry feel would be most appropriate to the success of a person graduating from college and starting a career as a management trainee.

If you were evaluating several new college graduates for a management trainee position, on what courses would you put the most weight in arriving at a hire or no-hire decision assuming all other factors such as tests, references, etc., are equal?

Please evaluate the attached courses according to the following scale:

- | | | |
|----|-----------------|---|
| 1. | HIGHLY VALUABLE | - Should form the required core of study for a management degree. |
| 2. | VERY VALUABLE | - Should be strongly recommended electives. |
| 3. | OF SOME VALUE | - Would be taken as electives only if time and schedule permit. |
| 4. | OF LITTLE VALUE | - Would have little application in the management field. |

This information will be treated as confidential. Your name will not be used nor will any information be designated as coming directly from your company.

PLEASE COMPLETE THE QUESTIONNAIRE AND RETURN IT WITHIN 10 DAYS TO THE PERSON GIVING IT TO YOU.

Your cooperation in this project will be greatly appreciated.

SURVEY QUESTIONNAIRE

EVALUATION OF COURSES OF STUDY FOR MANAGEMENT TRAINEES

NAME: _____ TITLE: _____

COMPANY: _____

NUMBER OF YEARS IN A MANAGEMENT POSITION: _____

TYPES OF DEGREES AND MAJORS HELD BY YOU: _____

This survey is being made to determine those college courses that business and industry feel would be most appropriate to the success of a person graduating from college and starting a career as a management trainee.

Based on your experience as a member of supervision, if you had a chance to repeat your college career which courses would you want to take in order to help you do a better job?

Please evaluate the attached courses according to the following scale:

- | | | |
|----|-----------------|---|
| 1. | HIGHLY VALUABLE | - Should form the required core of study for a management degree. |
| 2. | VERY VALUABLE | - Should be strongly recommended electives. |
| 3. | OF SOME VALUE | - Would be taken as electives only if time and schedule permit. |
| 4. | OF LITTLE VALUE | - Would have little application in the management field. |
-

This information will be treated as confidential. Your name will not be used nor will any information be designated as coming directly from your company.

PLEASE COMPLETE THE QUESTIONNAIRE AND RETURN IT WITHIN 10 DAYS TO THE PERSON GIVING IT TO YOU.

Your cooperation in this project will be greatly appreciated.

COURSERATING (CHECK ONE)

1. Principles of Management 1. ____ 2. ____ 3. ____ 4. ____

The course concentrates on overall management principles that govern a sound manufacturing program. Emphasis is on the concepts and philosophy of managing people; how to plan, direct, organize, control and motivate people in manufacturing operations from the hourly man to the functional department head.

2. Management Systems & Organization 1. ____ 2. ____ 3. ____ 4. ____

This course covers the theories of organizational structure including levels and concepts of management and their historical development. A study is made of modern managerial systems and how they are developing in modern society.

3. Quantitative Analysis for Business and Management 1. ____ 2. ____ 3. ____ 4. ____

This course is concerned with problems facing modern managers and the quantitative techniques available for resolving them. This includes probability theory, break even analysis, vectors, determinants, linear programming, managerial decision-making under uncertainty plus other techniques available.

4. Industrial Psychology 1. ____ 2. ____ 3. ____ 4. ____

This course deals with the problems of employee selection, placement, performance appraisal, job analysis, management training and other factors related to production and morale.

5. Principles of Quality Control 1. ____ 2. ____ 3. ____ 4. ____

The course defines and describes the planning and establishment of quality control goals and objectives. Principles of organization and their application to quality control are covered. Attention is given to the development of special quality control programs, vendor quality, in-process quality and customer feedback on quality. It will also focus on human relations in quality control, creating quality mindedness in employees, measuring quality costs and appraising quality control operations.

6. Principles of Accounting 1. ____ 2. ____ 3. ____ 4. ____

Basic principles and procedures are covered through proprietorships, partnerships and corporations. Each item of the balance sheet is critically analyzed and the income statement is considered from the point of view of matching expenses with revenues. Alternative methods and procedures are evaluated.

7. Managerial Statistics 1. ____ 2. ____ 3. ____ 4. ____

This course gives a background in the concepts of probability theory, statistical inference and decision-making, random sampling, correlation and regression, analysis of variance, as well as other concepts important to managers.

8. Principles of Economics: Micro-Analysis 1. ____ 2. ____ 3. ____ 4. ____

This course is concerned with the business enterprise. Areas covered are analysis of pricing policies, factorial distribution of income, and allocation of resources under pure competition, imperfect competition and monopoly.

9. Managerial Finance 1. ____ 2. ____ 3. ____ 4. ____

An examination of analytical concepts available to the financial manager in the acquisition and effective utilization of funds in relation to other management functions.

10. Production Planning 1. ____ 2. ____ 3. ____ 4. ____

A course covering the fundamentals of planning the manufacture of a product. It includes plant layout; long and short range production level plans; production simulation, analysis of the product, material and operation; routing and scheduling; and selection and utilization of machinery and equipment.

11. Business Law 1. ____ 2. ____ 3. ____ 4. ____

This course deals with contractual agreements and the agency relationship. The basic principles of law in the areas of corporations, partnerships, commercial paper, bailments, security devices, and property are studied.

12. Contemporary Unionism 1. ____ 2. ____ 3. ____ 4. ____

A study of modern unionism with the following emphasis:
(1) trade union history as an essential to the understanding of union groups; (2) union leadership; (3) union structure, government functions, aims, policies and programs.

13. Principles of Marketing 1. ____ 2. ____ 3. ____ 4. ____

This course examines the concepts and role of marketing and marketing management in the operation of an economic system. An analytical approach is used with emphasis on the important decisions that marketing managers must make.

14. Organizational Psychology 1. ____ 2. ____ 3. ____ 4. ____

This course deals with the elements of change in an organization and its functional and dysfunctional effects on the individual, groups in the organization, and the organization as a whole. Attention is given to leadership and supervision, conflict, communications, and the organization as a social system. Special emphasis is given to organizational development and the latest developments in this area such as job enrichment, overlapping group structures, motivation, etc.

15. Methods and Standards Analysis 1. ____ 2. ____ 3. ____ 4. ____

This course includes the study and fundamentals of process and organization analysis, time and motion study, work sampling, work simplification, fatigue, operation standards, and industrial efficiency as a whole.

16. Human Factors in Administration 1. ____ 2. ____ 3. ____ 4. ____

This course is an investigation of the problems related to the proper use of human resources in business. Analysis is made of current trends in personnel practices and administrative human relations.

17. Cost Accounting 1. ____ 2. ____ 3. ____ 4. ____

Emphasis is placed on the basic theory and procedures involving materials, labor, and manufacturing expenses in job order and process cost systems. Standard costs are comprehensively treated with emphasis on cost control and product costing.

18. Principles of Economics: Macro-Analysis 1. ____ 2. ____ 3. ____ 4. ____

A study of the national income accounts is made as well as the aggregate supply and demand functions; savings and consumption functions; the multiplier and accelerator; the marginal efficiency of capital and determinants of interest rates; and the problems of growth and full employment.

19. Management Controls 1. ____ 2. ____ 3. ____ 4. ____

This course covers the various techniques and procedures available to management for planning the control of the operations of an industrial enterprise. The forecasting, budgeting and controlling of operating expenses, inventories and production are studied. Other subjects covered are cost-profit-volume analysis, value analysis, contribution analysis, gross profit analysis, economic lot size calculations and graphic presentation of cost data.

20. Industrial Training 1. ____ 2. ____ 3. ____ 4. ____

A study of the psychology of industrial training and of the steps necessary to the establishment and operation of a training program. Students lead conferences and participate in other training situations utilizing various aids for more effective training of employees and management.

21. Report Writing 1. ____ 2. ____ 3. ____ 4. ____

A study of the nature and use of business reports. Time is spent in the writing of analytical, informational, and research reports.

22. Labor-Management Relations 1. ____ 2. ____ 3. ____ 4. ____

This course is an introduction to labor law with particular emphasis being placed on broad federal statutes. To assist in understanding the by-play of economic forces and the basic problems of organization, the course covers labor unions, labor relations, collective bargaining, arbitration and other voluntary settlement procedures, strikes, boycotts, picketing and wage-hour controls.

23. Industrial Safety 1. ____ 2. ____ 3. ____ 4. ____

This course covers the history of accident prevention, safety councils and plant safety organizations, causes of accidents, job analysis, evaluating safety performance, plant housekeeping, maintenance and how to lay out a safe work area.

24. Business Data Processing 1. ____ 2. ____ 3. ____ 4. ____

A survey of automatic data processing and an introduction to COBOL programming. Students become familiar with basic components and operating characteristics of data processing equipment used in business, industry and government.

25. Accounting for Managerial Control 1. ____ 2. ____ 3. ____ 4. ____

A study of the uses of accounting data by management in decision-making and managerial control.

26. Personnel Management 1. ____ 2. ____ 3. ____ 4. ____

A comparison and evaluation of public and private personnel practices and techniques of recruiting, selecting, transferring, promoting, classifying, training and compensating workers.

27. Psychology of Learning 1. ____ 2. ____ 3. ____ 4. ____

A study of the conditions of learning and the description and explanation of learning phenomena. An analysis is made of conditioning, extinction, verbal learning, transfer, retention and motivation.

28. Managing Small Groups in Organizations 1. ____ 2. ____ 3. ____ 4. ____

Role playing, cases, lectures and problems are used to improve the management of small task-oriented groups. The influence of cliques, committees, conference groups, task forces and similar groups are discussed and demonstrated. The overall emphasis is on getting results from these groups.

29. Sociology of Work 1. ____ 2. ____ 3. ____ 4. ____

A study of work relationships, the occupational structure in general and the interrelations between work and other social phenomena. There is descriptive and analytical consideration of major social issues affecting individuals in groups in modern industrial societies.

30. Marketing Theory 1. ____ 2. ____ 3. ____ 4. ____

A critical analysis of the evolution of marketing concepts, terminology, principles and theory.

31. Cost Planning and Control 1. ____ 2. ____ 3. ____ 4. ____

This course focuses on the development, organization, tools, techniques and management of cost reduction programs. Students examine many of the concepts used by managers in cost reduction such as work standardization, employee motivation programs, value engineering, defining elements of cost and reporting savings to higher management.

32. Managerial Oral Communications 1. ____ 2. ____ 3. ____ 4. ____

A comprehensive course covering the human communication process and its effect on group interaction, leadership and decision-making. A study is made of persuasive communications with guided practice taking place to develop this skill as well as in the basic principles and procedures of effective platform communications.

33. Managerial Economics

1. ____ 2. ____ 3. ____ 4. ____

The course looks at the tools of economic analysis in the business firm. A study is made of applied economics which are designed to aid in the making of decisions in anticipation of cost, revenue and profit behavior.

34. Mathematics with Business Application 1. ____ 2. ____ 3. ____ 4. ____

The course covers graphical representation, special functions, basic differential and integral calculus, probability and elementary decision theory.

35. Principles of Counseling 1. ____ 2. ____ 3. ____ 4. ____

An investigation is made into the concepts common to major counseling approaches and the helping relationships in a variety of settings including work. It also reviews some of the differences among contemporary counseling theories.

If there are other related courses to the management field which you feel are important and have been omitted, please list and rate them.

<u>COURSE</u>	<u>RATING</u>
1. _____	1. ____ 2. ____ 3. ____ 4. ____
2. _____	1. ____ 2. ____ 3. ____ 4. ____
3. _____	1. ____ 2. ____ 3. ____ 4. ____
4. _____	1. ____ 2. ____ 3. ____ 4. ____
5. _____	1. ____ 2. ____ 3. ____ 4. ____
6. _____	1. ____ 2. ____ 3. ____ 4. ____

If you were planning to go to college today, would you choose the same field in which to major? Yes ____ No ____ . If no, which field would you choose? _____.

INITIAL DISTRIBUTION LIST

	No. Copies
1. Defense Documentation Center Cameron Station Alexandria, Virginia 22314	2
2. Library, Code 0212 Naval Postgraduate School Monterey, California 93940	2
3. Library (Code 55) Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
4. Professor J. W. Creighton, Code 55Cf Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	5
5. Cdr. G. L. Stansbury, Code 55 Xa Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
6. Lt. W. J. Coffey 1925 N. Island View Drive Oak Harbor, Washington 92877	2
7. Lt. L. W. Nordstrom Jr. 14134 Segundo Court Poway, California 92064	2
8. Professor R. S. Elster, Code 55 Ea Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
9. Collegiate News and Views 5101 Madison Road Cincinnati, Ohio 45227	1

DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY (Corporate author)		2a. REPORT SECURITY CLASSIFICATION	
Naval Postgraduate School Monterey, California 93940		Unclassified	
2b. GROUP			
3. REPORT TITLE			
Evaluation of College Management Courses			
4. DESCRIPTIVE NOTES (Type of report and, inclusive dates)			
Master's Thesis; (September 1973)			
5. AUTHOR(S) (First name, middle initial, last name)			
William J. Coffey and Louis W. Nordstrom Jr.			
6. REPORT DATE		7a. TOTAL NO. OF PAGES	7b. NO. OF REFS
September 1973		77	--
8a. CONTRACT OR GRANT NO.		9a. ORIGINATOR'S REPORT NUMBER(S)	
b. PROJECT NO.			
c.		9b. OTHER REPORT NO(S) (Any other numbers that may be assigned this report)	
d.			
10. DISTRIBUTION STATEMENT			
Approved for public release; distribution unlimited			
11. SUPPLEMENTARY NOTES		12. SPONSORING MILITARY ACTIVITY	
13. ABSTRACT			
<p>The answers from 247 questionnaires from managers of 27 corporations, divided between the eastern and western United States, were analyzed to determine those college and university courses which business and industry feel would contribute most to the future managerial success of a person graduating from college and starting a career as a management trainee.</p> <p>The results of the survey indicated basic agreement between eastern and western management personnel as to the emphasis placed on the six related course classifications and most of the individual courses within each classification. Many of the individual courses within all classifications were considered important; however, the financial and personnel management groups received the most emphasis, followed by the operating management classification.</p> <p>The results also indicated that today's managers do not consider many of the courses, presently required as core courses (i.e., business law, economics, marketing, etc.) to be as valuable as the colleges and universities apparently think.</p>			

KEY WORDS

LINK A

LINK B

LINK C

ROLE

WT

ROLE

WT

ROLE

WT

College Management Courses

Management Courses

Evaluation of College Management Courses

Industrial Opinions of College Manage-
ment Courses

30 Nov 79 Interlibrary Loan

Thesis 146587
C53062 Coffey
c.2 Evaluation of college
management courses.

30 Nov 79 Interlibrary Loan

Thesis 146587
C53062 Coffey
c.2 Evaluation of college
management courses.

thesC53062

Evaluation of college management courses



3 2768 002 09458 3

DUDLEY KNOX LIBRARY